



STATUS REPORT ON HUMAN CORPS ACTIVITIES, 1992



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

APRIL 1993

COMMISSION REPORT 93-5

Summary

Through Assembly Bill 1820 (Vasconcellos, Chapter 1245, Statutes of 1987), the Legislature directed the Commission to comment annually from 1988 through 1992 on the progress of "Human Corps" programs in encouraging student community service at the California State University and the University of California

This fifth and final report in the series summarizes information on progress regarding student participation at both universities between 1990-91 and 1991-92, based on documents from the two systems describing Human Corps activities on their campuses during those years. Those documents are included in this report as appendices to the Commission's analysis.

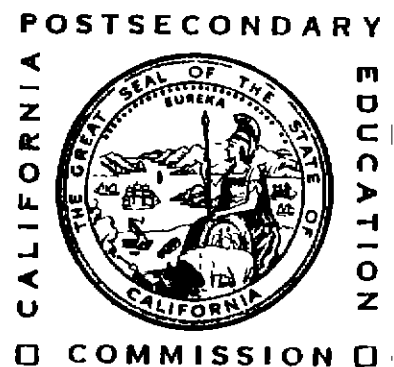
The Commission has been charged by the Legislature to complete a comprehensive evaluation of the Human Corps programs by March 1994. In that report, the Commission plans to put California's experience with the Human Corps in the context of community service programs nationally and the Clinton Administration's proposal to allow students to pay for at least part of their college expenses through participation in community service.

The Commission adopted this report at its meeting on April 19, 1993, on recommendation of its Educational Policy and Programs Committee. Additional copies of the report may be obtained from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938.

STATUS REPORT ON HUMAN CORPS ACTIVITIES, 1992

*The Last in a Series of Five
Progress Reports to the Legislature
in Response to Assembly Bill 1820
(Chapter 1245, Statutes of 1987)*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street ♦ Suite 500 ♦ Sacramento, California 95814-2938





COMMISSION REPORT 93-5
PUBLISHED APRIL 1993

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Contents

<i>Page</i>	<i>Section</i>
1	Origins of the Report
1	Scope of the Report
2	Progress of the California State University in Increasing Student Participation
6	Progress of the University of California in Increasing Student Participation
8	Related Developments
8	References
11	Appendices
11	A: Assembly Bill 1820 (1987)
17	B: Human Corps at the California State University, 1990-91
41	C Human Corps at the California State University, 1991-92
77	D. Human Corps at the University of California: Fifth Annual Report, October 1991
89	E: Human Corps at the University of California: Sixth Annual Report, January 1993



STATUS REPORT ON HUMAN CORPS ACTIVITIES, 1992

Origins of the report

In 1986, the California Legislature called on the California State University and the University of California to implement "Human Corps" programs of community service by students at each of their campuses. The following year, the Legislature expanded that expectation through Assembly Bill 1820 (Vasconcellos, Chapter 1245, Statutes of 1987), which is reproduced in Appendix A. Through that bill, it directed the two universities to encourage all of their full-time students to devote an average of 30 hours each year to community service, it appropriated \$170,000 to the State University and \$70,000 to the University to offset some of their costs for the program -- an appropriation that was deleted by the Governor as unnecessary, and it suggested that other public and independent institutions beyond the two universities establish similar programs.

In AB 1820, the Legislature also directed the California Postsecondary Education Commission to report annually "on the progress that the University of California and the California State University are making to substantially increase student participation in the Human Corps" and to conduct a comprehensive evaluation of the Human Corps by March 31, 1994, in order to make recommendations about the continuation of the current program or the development of a mandatory program, whereby students would be required to participate in community service.

Scope of the report

This document constitutes the Commission's fifth and final progress report called for by AB 1820. The Commission will submit its comprehensive evaluation of the Human Corps program to the Legislature within the year, and in that document the Commission will include extensive information about the operation of the program, its student participants, and the community agencies utilizing the students. For that reason, the Commission focuses this report specifically -- as directed by AB 1820 -- on the progress that the two universities have made to increase student participation in the program. It indicates that, despite the lack of specific State funds to help underwrite the program, and despite the fiscal stringencies of both universities themselves, overall student participation in the Human Corps has continued to increase.

"... despite the lack of specific State funds to help underwrite the program, and despite the fiscal stringencies of both universities themselves, overall student participation in the Human Corps has continued to increase."

As appendices to this progress report, the Commission includes the documents prepared by both universities on their Human Corps programs during 1990-91 and 1991-92.

**Progress of the
State University
in increasing
student
participation**

Until 1990-91, the California State University used State Lottery funds to help support Human Corps activities. Because of reductions in General Fund support for the system, however, the Trustees voted to apply those funds to core academic purposes -- despite their commitment to student public service. Since 1990-91, the 20 campuses of the system have supported Human Corps activities through contributions from Associated Students associations, limited funds from Instructionally Related Activities budgets, administrative allocations of faculty and staff time, and grants from federal agencies. In addition, through its "Into the Streets" program, the W. K. Kellogg Foundation has provided advice and materials to campuses for promoting the concept of student community service.

The following paragraphs indicate the progress of the individual campuses during 1991-92 in increasing student participation. Although some campuses merely held their own, others continued to expand their programs despite fiscal constraints.

Bakersfield

The number of student participants on the Bakersfield campus increased from 201 students in 1990-91 to 331 in 1991-92, and the total number of hours they volunteered rose from 8,073 to 9,164 -- including the work of 12 students who travelled to Arizona during spring break to rebuild a home on the Navajo reservation. Funding was precarious, however. The Associated Students endorsed a referendum on the student ballot to increase student fees by \$1 each quarter in order to provide approximately \$15,000 annually for the program, but the measure lost by some 40 votes -- due at least in part, according to observers, to the impending rise in student fees throughout the State University system. And with the end of funding from a three-year grant from the federal ACTION program, the campus prepared to close its Human Corps office and have two faculty members in the psychology department assume responsibility for the continuation of the Human Corps at Bakersfield.

Chico

Chico's major Human Corps organization -- Community Action Volunteers in Education -- expanded its programs from 16 to 19 and its number of volunteers from 1,700 to 1,800. It received notification of obtaining a two-year grant of \$50,000 for community service field work from the Adult Literacy Program of the federal Department of Education. And although internships in all departments of the campus declined from 2,000 to 1,900, some 1,200 of the 1,900 were community-service related -- compared to only 1,100 of the previous 2,000.

Dominguez Hills

Dominguez Hills continues its Human Corps program officially through the Cooperative Extension Department by offering two courses in which students can receive up to six units of credit by performing a minimum of six hours per week of community service, such as working with adults who have low reading competence or mentoring sixth-graders in Wilmington's Hawaiian Avenue School. Because of a lack of funds for these courses, they are directed by an adjunct faculty member who coordinates an off-campus partnership grant program. During 1991-92, the courses attracted 17 students -- five more than during the previous year. In addition to these courses, the campus offers many internship programs through other

departments and is involved in many other facets of community service, including freeway clean-up, The Human Race, and support for literacy tutoring and after-school activities

- Fresno* Fresno continued to maintain its prior Human Corps activities and its commitments to over 30 community agencies in the San Joaquin Valley, but no expansion of the program was evident. The program received only \$5,000 in 1990-91, and during 1991-92, the campus reported that apart from donated monies, "few resources have been available" (CSU, 1992, p. 8)
- Fullerton* The highlight of the year for Human Corps on the Fullerton campus was the award by the Saturn Motor Car Company of its 1992 National Saturn Outstanding Teamwork Award to the campus Kaleidoscope Players, for their 70 performances in Orange County elementary schools of "Say No, Max" -- a play about peer pressure regarding alcohol, tobacco, and controlled substances. The Saturn Company flew the student troupe to Tennessee for a performance before Saturn employees and presented the troupe with a check for \$5,000. The campus held its third annual resource fair to provide information about student service opportunities, but only about 20 community agencies were represented, in contrast to 30 the previous year.
- Hayward* In its second year of operation, Hayward's Volunteer Service Programs Office doubled the number of agencies qualified to participate in the campus Human Corps program -- from over 100 to 210. It extended its tutoring services beyond Oakland to the Hayward and New Haven Unified School Districts. And the campus moved toward expanding Human Corps participation through the development of courses that integrate community service with academic study, beyond the 75 already offered by such departments as Kinesiology and Physical Education, Marketing, and Recreation and Community Education. No campus funds were available for the Human Corps, but the Hewlett and Johnson Foundations provided \$12,500 between them and the Oakland Redevelopment Agency supplied \$9,950 for community service projects.
- Humboldt* In the twenty-fourth year of the Humboldt State's Youth Educational Services ("YES") office, student participants increased from 332 to 404, and they provided more than 34,000 hours of community service. In addition, YES received a grant from ACTION for its staff to develop volunteer opportunities in local agencies, and an additional 136 students provided 1,560 hours of service to them. YES added a new program to its dozen on-going activities run by student leaders -- a rape prevention effort called "No Means No." Beyond these projects, Humboldt State's Associated Students continued to fund the Campus Center for Appropriate Technology, the Campus Recycling Project, and the Humboldt Legal Center, involving over 300 additional volunteers.
- Long Beach* The Long Beach campus founded its Educational Participation in Communities (EPIC) Program in 1971 and has supported a centralized office since then for

service internships and opportunities. During 1991-92, it maintained its previous activities, including its valuable notation on academic transcripts of students' volunteer service, its annual \$1,000 Human Service Award from the President's Associates, its annual volunteer fair, its encouragement of academic credit for service-learning, and its cooperation with the Community Service Commission of Associate Students, Inc, which works to encourage and support community service on the part of students.

Los Angeles Funding from public and private sources for the Educational Participation in Communities program of the Los Angeles campus rose from \$153,500 in 1990-91 to \$191,000 in 1991-92. The program basically continued its on-going activities, including public service internships through the Roybal Gerontology program, and the Pat Brown Institute for Public Policy.

Northridge During 1991-92, Northridge emphasized expanded information for students about service opportunities through its Career Library and Career Center, and it placed 59 students in community service internships. The federal College Work Study Program provided \$20,000 a year for Human Corps during 1990-91 and 1991-92, but ended that subvention in 1992, and the campus Human Corps program is being supported by the University's auxiliary budget through the Student Union.

Pomona At California State Polytechnic University, Pomona, the number of student associations working with community agencies grew by 50 percent -- from 10 to 15, and over 100 students, staff members, and faculty members provided aid in the cleanup efforts following the April 1992 Los Angeles riots -- among them 50 students in the College of Environmental Design, who adopted the Dunbar Hotel -- a low-income housing project -- to assess neighborhood needs and help staff the center.

Sacramento At the Sacramento campus, the Student Activities Office employed two interns from the School of Social Work to encourage other students to participate in community services, and the office placed students in the campus Safe Rides program, University Recycling Center, Service to Students with Disabilities, Drug Prevention Education Program, Associate Students' Childrens Center, the Salvation Army, the YWCA Teen Parent Program, the Sacramento AIDS Foundation, and Saint Hope Academy.

San Bernardino The San Bernardino campus offered academic credit for community service in two more courses, and six members of the faculty and administration participated in the Institute on Service/Learning that was sponsored by the Campus Compact at Stanford University. Their participation led to the creation of plans to promote the concept of service/learning combined with applied research on a campus-wide basis.

San Diego San Diego State University experienced modest increases in student participation in community service over 1990-91 and 1991-92, despite personnel difficulties in

“ one-third of San Diego State’s students volunteer in community service activities through some campus affiliation, while over 80 percent are involved if their church and neighborhood organization membership is included ”

the student-run office for non-academically oriented volunteer experiences Virtually all undergraduate and graduate students in such departments as Communicative Disorders, Health Science, Nursing, Public Health, and Social Work now undertake community service as part of their programs And campus surveys indicate that approximately one-third of San Diego State’s students volunteer in community service activities through some campus affiliation, while over 80 percent participate if their church and neighborhood association membership is counted

San Francisco

Service programs and student participation continued to increase at San Francisco State University, largely through the campus Community Involvement Center (CIC), which published its first edition of its student-written newsletter, *Action*, and which helped 700 interns receive academic credit for their work in over 300 separate agencies An unknown number of other students obtained volunteer positions through CIC’s Resource Center and through internships and field studies conducted by their academic departments

San Jose

San Jose State University has organized its Human Corps into several different programs One is an undergraduate course -- Community Concepts 157 -- which is now offered in 13 departments and provides service opportunities at 12 sites, including working in the county hospital with unwed mothers, tutoring and mentoring at-risk students in high schools, attending the elderly in nursing homes, teaching English to recently arrived refugees and helping them find jobs, and feeding the homeless Enrollment in the course rose from 96 students in 1990-91 to 146 in 1991-92 and to over 300 in 1992-93 Beyond this course, other San Jose State students associated with Human Corps are working with on- and off-campus organizations, including the Galarza Institute, to help underrepresented adolescents locate health care and social services, the Children’s Museum, to bring the arts to young children, and the Campus Ministry, to expand understanding of issues of world and local hunger In addition, students in the College of Education and the College of Science are helping teach children about technology and careers in science, and those in the Department of Gerontology are aiding elderly recent immigrants and their families

San Luis Obispo

California Polytechnic State University, San Luis Obispo, continued its broad-based program, primarily by strengthening existing programs rather than beginning new activities For example, it continued to note on qualified students’ transcripts that the student had contributed a minimum of 120 hours of service to the off-campus community while enrolled at the University Nonetheless, its new activities included chartering a chapter of Alpha Phi Omega -- a national service fraternity -- with a membership of more than 100 students, institutionalizing the pilot project of the federal Community Service Learning Program, allowing work-study students to work off-campus in activities related to their majors, and, in cooperation with the California Conservation Corps, helping create the Contra Coast Community Service Partnership and receiving funds from the federal National and Community Service Act to assist residents of public housing

San Marcos Four-hundred and thirty-five San Marcos campus students participated in internship and field-experience courses in 1991-92 -- up considerably from some 150 in 1990-91. The 435 represented 38 percent of the total San Marcos student body, and their courses comprised 11 percent of its total instructional hours. As an example, 35 sociology students participated in their department's community service internships, in which they served between eight to ten hours per week in San Diego community agencies. The campus also received a grant of \$26,561 from the Commission on National and Community Service to develop the concept of "Service-Learning as a Degree Requirement: Setting a Life Pattern for Giving Back to the Community."

Sonoma Sonoma State University expanded its annual Easter Egg Hunt for low-income children to include additional schools and students organizations, but participation in the campus Community Services Fair fell from 23 agencies to 12. Funding for a quarter-time Human Corps position was discontinued as of the 1992-93 year, leaving the program to operate on a \$1,200 allocation from Associated Students, Inc.

Stanislaus Following formation by Stanislaus State students in 1990-91 of the Associated Students Community Service Program, the campus Human Corps program has focused on five activities, including an evening Peer Escort service, an end-of-year clothing drive, and a volunteer fair, with the most recent being development of a classroom assistance project with the Turlock City Schools. Funding is entirely through the Associated Students, except for limited business corporation support of the annual Good Neighbor Day, during which members of the campus engage in off-campus projects such as park clean-up, tree planting, and repair of the homes of elderly or low-income families.

Progress of the University of California in increasing student participation Display 1 on the opposite page shows the University of California's budget for Human Corps programs over the five years through 1991-92. The 1990-91 Human Corps budget was 12 percent higher than that for 1989-90, but the 1991-92 budget was 12 percent less than that of 1990-91. Funding for campus Human Corps programs comes from a variety of sources, including Registration Fees, student government funds, federal grants, and private donations. According to the University, "Campuses have reassigned existing resources and have attempted to obtain funding from other sources in order to meet Human Corps objectives, but it is unclear that they will be able to increase student participation beyond current levels without additional resources from the State" (1992, p. 10).

The following paragraphs summarize progress of the University's eight general campuses during 1991-92 in increasing student participation in the Human Corps.

Berkeley At Berkeley, the "Cal Corps" program funded 20 community services projects -- two more than the previous year -- and helped place more than 1,500 students who wished to volunteer -- over three times the previous year's total.

Davis Davis students worked at over 170 agencies -- eight more than in 1990-91 -- and

DISPLAY 1 Annual Operating Budgets for Human Corps and Community Service Programs, University of California, 1988-89 Through 1991-92

<u>Campus</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
Berkeley	\$25,500	\$77,168	\$75,000	\$90,216
Davis	11,000	11,500	11,500	11,500
Irvine	4,541	2,800*	26,200	23,000
Los Angeles	291,557	393,471	541,352	442,743
Riverside	15,415	26,823	18,425	18,425
San Diego	15,034	24,132	26,602	26,602
Santa Barbara	113,150	95,904	80,585	80,585
Santa Cruz	<u>9,982</u>	<u>13,513</u>	<u>12,216</u>	<u>6,572</u>
Sub-Total (Campus Budgets)	\$486,179	\$645,311	\$791,880	\$699,643
Office of the President	<u>15,000</u>	<u>16,000</u>	<u>10,000</u>	<u>10,000</u>
Total	\$501,179	\$661,311	\$801,880	\$709,643

Note These figures do not include the costs borne by academic departments for supervising internships or community service fieldwork required as part of regular courses

* Includes operation of the Human Corps office only

Source Annual Human Corps Progress Reports, Office of the President, University of California

the campus awarded 30 percent more Community Service Awards to student organizations and individual students that best exemplify the spirit of Human Corps

Irvine The Irvine campus started two school-related programs in 1991-92 in cooperation with the Santa Ana and Compton public school districts that involved over 50 students "STAR" (Students Taking Active Responsibility), organized by the Associated Students and the campus EOP/SAA office to encourage Irvine students to assist classroom teachers, and "TEACH" (Taking Education and Children to Heart), in which students interested in the teaching profession are trained in math and science teaching techniques and use these techniques in the classroom on a bimonthly basis

Los Angeles UCLA continued to operate the largest Human Corps program of any public institution. Its Community Resource Center added 25 more agencies to its database of 250 service involvement opportunities, but its budget declined by nearly \$100,000, and its Field Studies Development Office enrolled 200 fewer students in courses that involve field service -- 900 during 1991-92, compared to 1,100 during 1990-91

Riverside The Riverside campus initiated several new Human Corps programs. Adopt-a-School, whereby sorority and fraternity members offer tutoring and recreational

aid at a local elementary school, Graffiti Removal, in cooperation with the Riverside Parks and Recreation Department, and Talk Line -- a peer counseling service on campus. In addition, the campus supplied over three-fourths of the volunteers in Riverside County's Project Courage, which seeks to help prevent at-risk youth from becoming gang members.

San Diego During 1991-92, the San Diego campus installed a computer program to match student interests with the needs of over 300 community service agencies, and it organized the 144th chapter of "Best Buddies" -- a national organization that matches college students as mentors and friends with developmentally disabled individuals. San Diego is also participating in Habitat for Humanity, whereby groups of students help build housing for the poor in Mexico.

Santa Barbara At Santa Barbara, the Associated Students Community Affairs Board participated in the second year of a two-year grant it received from the United States Department of Education Student Literacy Corps to train undergraduates to help tutor low-income mothers in storybook reading with their children.

Santa Cruz The Santa Cruz campus entered the second year of cooperation with the Santa Cruz Volunteer Center, whereby the University's Student Volunteer Connection Office -- the coordinator of day-to-day Human Corps activities on campus -- provides referrals for students wishing to participate in community agency programs. Like San Diego, the campus initiated a chapter of Best Buddies to match student volunteers with developmentally disabled people. At the same time, Santa Cruz suffered the largest percentage decline of any University of California campus in its funding -- nearly 50 percent, from \$12,216 to \$6,572.

Related developments Three separate developments may bode well for the expansion of funding for Human Corps activities in the future.

“Three separate developments may bode well for the expansion of funding for Human Corps activities in the future.”

- ♦ This past year, the California Campus Compact received \$100,000 from the federal National and Community Service Act of 1990, some of which will be used to encourage California college and university students to help in California public schools through mentoring, tutoring, and counseling.
- ♦ Several legislators have introduced bills in the California Legislature that would provide financial aid to qualified students who perform volunteer service. Among them, Assembly Member Archie-Hudson has submitted Assembly Bill 1104, which would create the Public Service Loan Assumption Program to assume at least part of the liability of up to 1,000 loans of students who complete at least a year of half-time public service. Assembly Member Vasconcellos has introduced Assembly Bill 2080, which would establish a Student Tuition Trust Fund to aid graduates who engage in public service after completing their degree program, and Senator Petris has introduced Senate Bill 509, which would establish the Student Service Program, under which students who provide community service would receive financial credit toward tuition or student fees.

- ♦ The federal Department of Education hopes to inaugurate a pilot project of federal student financial aid based on student community service, in order to test this approach of the Clinton Administration to national youth service

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Assembly Bill No. 1820

CHAPTER 1245

An act to add Chapter 2 (commencing with Section 99100) to Part 65 of Title 3 of the Education Code, relating to postsecondary education, and making an appropriation therefor.

[Approved by Governor September 27, 1967. Filed with Secretary of State September 27, 1967.]

I am deleting the \$240,000 appropriation contained in proposed Education Code Section 99106 contained in Assembly Bill No. 1820.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year.

Both the University of California and the California State University have ongoing student volunteer community service activities. The administrative structure is in place to accommodate activities proposed by this bill. No additional funds are required.

With this deletion, I approve Assembly Bill No. 1820.

GEORGE DEUKMEJIAN, Governor

LEGISLATIVE COUNSEL'S DIGEST

AB 1820, Vasconcellos. Postsecondary education: Human Corps.

Existing law does not require college students to participate in community activities.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year, as specified.

This bill would require the California Postsecondary Education Commission to annually, by March 31, conduct progress reports on student participation in the Human Corps, as specified.

This bill would require the commission to conduct a comprehensive evaluation by March 31, 1994, as specified.

This bill would require that all progress reports and the comprehensive evaluation be submitted to the appropriate fiscal and policy committees of the Legislature.

The bill would appropriate \$70,000 to the University of California and \$170,000 to the California State University for its purposes, as specified.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Chapter 2 (commencing with Section 99100) is added to Part 65 of Title 3 of the Education Code, to read:

CHAPTER 2. HUMAN CORPS

99100. (a) The Legislature finds and declares all of the following:

(1) California students have a long and rich tradition of participation in community service which should be recognized, commended, and expanded.

(2) There is a growing national consensus that student participation in community services enhances the undergraduate experience.

(3) Student community service is an activity of extreme importance to the mission of the university and deserves to be conducted both for academic credit and otherwise.

(4) The state's postsecondary educational institutions are charged to maintain a tradition of public service as well as teaching and research.

(5) Access to the privilege of attending the university is made possible for many by our state's tradition of keeping fees and tuition low.

(6) Practical learning experiences in the real world are valuable for the development of a student's sense of self, skills, and education.

(7) Our state faces enormous unmet human needs and social challenges including undereducated children, increasing illiteracy and teenage parenting, environmental contamination, homelessness, school dropouts, and growing needs for elder care.

(8) The state's ability to face these challenges requires policymakers to find creative and cost-effective solutions including increased efforts for community and student public service.

(9) The Legislature and the State of California provide substantial incentives and subsidies for its citizens to attend the state's postsecondary education institutions, public and private, which are among the finest in the world.

(10) Current volunteer efforts conducted by community organizations reach only a fraction of the need. The need for public service is great because private, state, and federal funding are insufficient to pay for all the social services needed.

(11) Existing community service efforts have successfully demonstrated that participation in public service is of mutual benefit to participating students and the recipients of their services.

(b) It is the intent of the Legislature in enacting this article to do all of the following:

(1) Complete the college experience by providing students an opportunity to develop themselves and their skills in real-world learning experiences.

(2) To help nurture a sense of human community and social responsibility in our college students.

(3) Invite the fullest possible cooperation between postsecondary education institutions, schools, public, private, and nonprofit agencies, and philanthropies to plan, fund, and implement expanded

opportunities for student participation in community life through public service in organized programs.

(4). To substantially increase college student participation in community services by June 30, 1993, with the ultimate goal of 100 percent participation.

99101. There is hereby created a program known as The Human Corps within the University of California and the California State University. The California Community Colleges, proprietary schools, and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to implement Human Corps programs. The purpose of the corps is to provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity. Toward this goal, beginning in the fall term in 1988, full-time students, including both undergraduate and graduate students, entering the University of California, the California State University, or an institution that is a member of the Association of Independent California Colleges and Universities to pursue a degree shall be strongly encouraged and expected, although not required, to participate in the Human Corps by providing an average of 30 hours of community service in each academic year. The segments shall determine how to encourage and monitor student participation. The segments are strongly encouraged to develop flexible programs that permit the widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations.

99102. For the purposes of this article, community service shall be defined as work or service performed by students either voluntarily or for some form of compensation or academic credit through nonprofit, governmental, and community-based organizations, schools, or college campuses. In general, the work or service should be designed to provide direct experience with people or project planning, and should have the goal of improving the quality of life for the community. Eligible activities may include, but are not limited to, tutoring, literacy training, neighborhood improvement, increasing environmental safety, assisting the elderly or disabled, and providing mental health care, particularly for disadvantaged or low-income residents.

In developing community service programs, campuses shall emphasize efforts which can most effectively use the skills of students such as tutoring programs or literacy programs.

99103. There are hereby created Human Corps task forces in each segment, which shall be established on each campus by March 1, 1988. Community colleges and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to establish task forces for the purposes set forth in this section. Each task force shall be composed of students, faculty,

and campus administration. Each task force also shall include community representatives from groups such as schools, local businesses and government, nonprofit associations, social service agencies, and philanthropies. Each task force shall reflect the ethnic and racial diversity of the institution and the surrounding community. The purpose of the task forces is to strengthen and coordinate existing oncampus and external community service opportunities, expand and make new service opportunities available, promote the Human Corps to make students, community groups, faculty, employment recruiters, and administrators aware of the service expectation, and develop rules and guidelines for the program.

In conducting their charges, campus task forces should develop an ~~implementation~~ strategy which includes but is not limited to, the following, by July 1, 1988:

(a) A survey of the existing level of student participation including number of students, amount of time allocated, sources, and amounts of funds for activities and types of agencies participating.

(b) A plan to substantially expand student participation in community service by June 30, 1993.

(c) Criteria for determining what activities reasonably qualify as community service.

(d) Criteria to determine which community agency and campus programs have the training, management, and fiscal resources, and a track record or potential for success in addressing social needs and can reasonably use additional student assistance to administer their programs.

(e) A statement regarding the institution's commitment to community service to be included in application and orientation materials to communicate the expectation for student participation in community service.

(f) A statement that each campus has examined, in close consultation with the faculty, how student community service may be implemented to complement the academic program, including a determination of whether and how Human Corps programs may be offered for academic credit.

(g) A budget which identifies the staff and funding resources needed on each campus to implement this Human Corps.

99104. It is the intent of the Legislature that segments maximize the use of existing resources to implement the Human Corps. This responsibility includes seeking the resources of the private and independent sectors, philanthropies, and the federal government to supplement state support for Human Corps programs. The Legislature intends that the funds appropriated for purposes of this chapter to the Regents of the University of California and the Trustees of the California State University be used to offset some of the costs of developing the Human Corps. The segmental and campus Human Corps Task Forces shall jointly determine how those

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Ch. 1245

funds are used. It is the further intent of the Legislature that funds be allocated competitively for programs and not on a pro rata basis for each campus. Preference in funding should be given to strengthen and expand exemplary efforts to implement the Human Corps and to stimulate new efforts on campuses where the establishment of student community service programs has been limited.

Campuses may develop numerous approaches to implement the Human Corps on each campus. Activities eligible for funding may include a wide variety of incentives for student participation such as:

- (a) Recognition programs.
- (b) Fellowships.
- (c) Awareness programs.
- (d) Periodic conferences for students and community organizations.
- (e) Transportation costs.
- (f) Matching grants.
- (g) Intersegmental programs.

99105. The California Postsecondary Education Commission annually, by March 31, shall conduct reports on the progress that the University of California and the California State University are making to substantially increase student participation in the Human Corps. By March 31, 1994, the commission shall conduct a comprehensive evaluation which shall include, but not be limited to, the following:

- (a) The number of students who completed participation in the Human Corps by academic area (humanities, social services) and academic level (freshman, sophomore, etc.).
- (b) The number of students who volunteered, or received pay or academic credit for service.
- (c) An inventory of the types of community agencies which participated and the types of opportunities they provided.
- (d) An inventory of the types of incentives for student participation offered by campuses including awards, grants, and training.
- (e) The number of courses related to Human Corps programs.
- (f) The number of staff and sources of funding provided to the Human Corps on each campus.
- (g) A survey of participating agencies to determine whether the addition of student resources enhanced their program.
- (h) The number of community colleges which participated in the Human Corps.
- (i) Recommendations for continuation of the Human Corps including a determination whether a mandatory program should be established to the extent that community service programs failed to produce a substantial increase in student participation in the Human Corps. It is the intent of the Legislature to provide funding for the evaluation.

Ch. 1245

— 6 —

(j) The commission shall convene a meeting of representatives from the University of California and the California State University to determine the appropriate data requirements for the progress reports and the comprehensive evaluation. All progress reports and the comprehensive evaluation shall be submitted to the appropriate fiscal and policy committees of the Legislature.

99106. The sum of seventy thousand dollars (\$70,000) is hereby appropriated from the General Fund to the Regents of the University of California and one hundred seventy thousand dollars (\$170,000) to the Trustees of the California State University for the purposes of this chapter in the 1987-88 fiscal year. Future funding shall be contingent upon Budget Act appropriations. No provision of this article shall apply to the University of California unless the Regents of the University of California, by resolution, make that provision applicable.

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Human Corps at the California State University, 1990-91

Fifth Annual Report
December, 1991Introduction

The California State University (CSU) represents a proud tradition of public service. As shown below, the CSU mission statement, adopted by the Board of Trustees in November 1985, specifically includes the following public service commitments:

- The mission of The California State University is...To Provide public services that enrich the university and its communities
- To accomplish its mission over time and under changing conditions, The California State University...Serves communities as educational, public service, cultural, and artistic centers in ways appropriate to individual campus locations and emphases.

As indicated in the latter statement, each of the twenty CSU campuses also includes commitment to public service in its own mission statement. An important underlying theme of the CSU commitment to public service is that it is an all-university responsibility--students, administration, faculty, and staff.

In response to the passage of Assembly Bill 1820, The California State University Human Corps Task Force was created in Fall 1986 to provide leadership and stimulate campus commitment to student volunteerism. The charge to the Task Force was to explore and recommend ways in which the California State University might increase community service learning experiences for students and impact on significant human and community needs. By Fall 1990, the Task Force had successfully completed its charge and was disbanded. California State University had made significant progress in the implementation of the Human Corps program both on a systemwide and individual campus level. Activities and programs are in place on all 20 CSU campuses and new methods of service continue to be explored and developed¹.

As part of the Human Corps legislation, the California State University is required to report its progress in Human Corps activities to the California Postsecondary Education Commission each year. This report reflects the efforts of the California State University during the 1990/91 academic year toward offering opportunities to students to serve their community and toward increasing the rate of student participation in community service. Previous reports focused upon the following areas:

- courses with components of community service offered by the campuses;
- survey of agencies where students perform community service related volunteer work;
- insurance issues;
- lottery funding of student internships for community service;
- comprehensive survey (Student Needs and Priorities Survey) on the extent to which CSU students performed community service during the calendar year (over 15,000 students);
- systemwide activities; and
- brief descriptions of campus activities

The CSU report for 1990-91 focuses much more heavily on the activities and funding provisions of the individual campus. There are several reasons why this approach is appropriate at this time. The main reason is that the campus level is where Human Corps activities actually get

¹ For the purposes of the Human Corps program, community service is defined by the California State University as all human and social service action--government service and community service action provided by campus organizations

implemented. Since the passage of AB 1820, many exciting activities have been initiated and have had time to mature. It is also important to emphasize the great diversity represented by the 20 CSU campuses. This diversity is based on many factors such as campus student body size, geographical location, student demographics, age of campus, interests of faculty, maturity of academic programs, uniqueness of academic programs, demographics of the surrounding campus community, and resource allocation priorities. All of these factors contribute to the various directions that have been followed by the campuses in addressing the intent AB 1820.

While a review of the campus summaries highlights many exciting and innovative endeavors, the constraints imposed by limited budgets is an underlying and common thread. As expected, campuses have utilized a wide range of approaches in pursuing their commitment to public service under a worsening budget climate.

Even with the tremendous obstacles imposed by continued budget cutbacks, the following descriptions of campus Human Corps activities demonstrate tremendous initiative in incorporating community and public service into the life of the university.

Description of Campus Activities

California State University, Bakersfield (CSUB)

Description of activities. In addition to the actual placement of volunteers through the Human Corps as described in previous reports, several activities were conducted that enhanced the visibility of the program for 1990-91.

Fall 1990. The Human Corps, in cooperation with the Associated Students, Inc, sponsored the first "Volunteer Faire" on campus. The event was considered a tremendous success by the participating organizations as well as the more than 200 students who signed up with organizations to volunteer. Meanwhile, the Faire provided an opportunity for the organizations to interact with one another, sharing ideas and exchanging information.

During the quarter, a CSUB Human Corps student participated in the "Going Global" program co-sponsored by the Peace Corps and Campus Compact. The student spent four months in The Gambia, Africa setting up the library for the local Peace Corps office. Various food and clothing drives were held by campus clubs and organizations to support the needs of several shelters in the community. Although the efforts were not specifically coordinated by the Human Corps office, the program was asked to assist in both identifying appropriate agencies and promoting the events.

Winter 1991 The Human Corps held its third annual Food and Clothing Drive to support the Golden Empire Gleaners and the Bethany Center. Promoting the event in the local newspaper brought several inquiries and donations from the community. Human Corps sponsored a group of children's visit to the campus. The Pathfinders were shown the campus, treated to a lunch donated by two local pizza parlors, given a brief class on science by one of CSUB's faculty, attended a CSUB basketball game compliments of CSUB Athletics, and introduced to the basketball team members during half-time activities. The event was designed to support Pathfinders activities and show the children the opportunities that are available. These children are considered at-risk. Human Corps staff was involved in the "Jump Rope for Heart" event sponsored by the American Heart Association, and several CSUB students once again became tax preparers through the VITA Program.

Spring 1991. The Human Corps Annual Awards Ceremony was held in June to acknowledge the volunteer efforts of CSUB students throughout the past year. The "Volunteer of the Year" and "Organization of the Year" were recognized. The awards ceremony also inducted the first member, a CSUB faculty, into the Human Corps "Champions," a support group established during the year

to provide assistance to Human Corps operations. CSUB Human Corps Project Manager was also recognized by the community's Volunteer Center for his contributions as both Manager and volunteer. Earlier in the year, he was also nominated for a local award sponsored by Employers' Training Resource for his involvement in JTPA activities. In recognition for his exemplary commitment to service, the Project Manager was a finalist in the national "Student Humanitarian Award." About that same time, a CSUB Faculty was one of three individuals selected as a "COOL League Leader," a national award for community involvement.

Annual. Throughout the year, students and staff of the Human Corps attended state and national conferences to exchange ideas, form statewide service coalitions, and develop the concept of service. Student participation in local community service replicated previous years' activity. Two hundred and one students participated in community service activities through Human Corps and provided 3,073 volunteer hours during 1990-91.

Funding. Funding during the 1990-91 year was considerably less than previous years with the elimination of lottery funds to support community service activity. The campus, in particular the Office of Extended Studies, maintained its support for the program and, coupled with the \$10,000 ACTION grant, the program was able to continue providing the range of opportunity for student placements. Associated Students, Inc increased previous year funding by \$200 to assist in the Volunteer Faire, and the "Champions" donated almost \$500 to assist in basic program expenses. The lack of financial support from the state, however, will continue to hinder the success of the program if the campus is to achieve the goal of 100% student participation as established by the legislature. Student recruitment, program promotion, and recognition of volunteers, and staffing of the program must be significantly reduced during the 1991-92 year. Fundraising efforts will be greatly increased during the year, and it is hoped that the "Champions" will generate sufficient funds to maintain the program participation rate at its current level.

California State University, Chico (CSUC)

Description of activities. At California State University, Chico a broad spectrum of academic and student managed organizations are involved in Human Corps activities. CSU, Chico is committed to encouraging students to engage in community service activities during their college years and has supported the organizations described below for many years, some since the mid-1970's. There are several key campus organizations involved in assisting students to become involved in the community: the award winning Community Action Volunteers in Education (CAVE), the Office of Experiential Education, various departmental internship programs, Educational Support Programs for Women (ESPW), Chico Legal Information Center (CLIC), and other student organizations (e.g., fraternities, clubs).

Currently, CAVE is offering 16 different programs that aid the young, elderly, handicapped, and low income residents by utilizing student volunteers and volunteers from the community. What was once only The Tutorial Program now includes: The Information Network (Nexus); Esplanade Manor; Projects Sonoma, Napa, and Yountville; Friendship Circle; Adopted Grandparents; Project Pal (Big Brother/Big Sister); Special Education; Kids Opportunity Program; After School Activities; Classroom Aide; Tutorial; Bilingual Tutorial; Personal Growth; Project Whiskeytown; and Volunteer Income Tax Assistance Program. CAVE continues to stay open to new programs that fall within the philosophy of its programming and recently has begun to design a new special education program for local group homes, as well as a pet therapy project for convalescent hospitals. CAVE programs have been highly successful, and CAVE continues to seek new ways to reach out to the local community and provide assistance. This last year over 1700 students were involved in CAVE programs.

Community Legal Information (CLIC) is a collective of legal information and referral programs entirely run by students and funded primarily through the Associated Students of California State University, Chico, with supervision and training from lawyer faculty advisors in the Department of

Political Science. This popular program was formed in 1970 to meet the needs of the community as well as to offer educational experience to paralegal and pre-law students. CLIC provides students with paralegal and advocacy training which enables them to make helpful community contracts, to learn skills in interviewing clients, researching, writing, and negotiating, and to provide opportunities to find out if law is really their interest.

The Office of Experiential Education and the 15 satellite departmental internship programs are the other major avenues for students to serve the community. The Office of Experiential Education is managed through Center for Continuing Education and provides intern placement services to all students on campus. This office places students across the country and overseas in a variety of community service internships. The departmental intern programs offering a community service component are Human Environmental Sciences, Geography, Health and Community Services, Political Science, Psychology, Social Work, Social Science, Communications, Physical Education, Education, Recreation and Parks Management, Civil Engineering, Construction Management, Music, Theatre Arts, History, English, Latin American Studies, and Nursing. In the past year, of the 2000 interns, approximately 1100 were community service related.

Funding. CAVE is staffed by two full time professionals and 55 student volunteers. It receives 75% of its funding from the Associated Students and approximately 25% from the United Way of Butte County.

The Office of Experiential Education is staffed by two full time professionals and one clerical person. The 15 departmental programs use varying formulas for releasing their faculty to manage their respective programs. All these internship programs receive their funding from the General Fund.

The other programs, such as Educational Support Programs for Women, Chico Legal Information Center, and fraternities and clubs continue to be actively involved in community projects. These programs are generally staffed by student volunteers and their funds are derived from the Associated Students and their own fund raising activities.

California State University, Dominguez Hills (CSUDH)

Description of activities. The Human Corps, at CSUDH, is offered as a class for credit through Cooperative Education. Students can receive up to 3 units of academic credit for participating in experiential learning activities. The campus chose to focus the students into one of two experiences: Student Literacy Corps or Partners in Learning.

Members of the Literacy Corps are trained in the Art of Teaching Adults and are placed in specific programs in the community to work with adults who have low reading competencies. Partners in Learning is a mentoring program in partnership with Los Angeles Unified School District. CSUDH students are chosen to mentor 6th grade students from a local LAUSD primary school. The campus is working with Hawaiian Avenue School in Wilmington.

As a member of Campus Compact CSUDH is eligible for a VISTA Volunteer to help support the program. However, the campus has had some difficulties in maintaining this support. The campus has hired and trained three different VISTAs only to have them leave the program within a short period of time due to personal conflicts.

During the Spring semester of 1991, twelve students registered for the two CED classes. These students performed their field experience in one of two places: Harbor Gateway Center, Gardena, or Long Beach City College Learning Assistance Center. In both situations the largest percentage of adults needing tutoring required English as a Second Language support.

The total number of students enrolled in the Fall '91 semester is 16. Three of these students are

mentoring, four are placed at Harbor Gateway Center, five are tutoring in the Public Library Literacy Program and four are at Long Beach City College.

Funding. The Student Literacy Corps program was initiated with funds from the U.S. Department of Education in August, 1989. The campus received \$46,000 for a two year period. This funding will end on June 30, 1992. The campus received \$12,500 through Campus Compact to maintain the Partners in Learning program. This funding will end December 31, 1991.

California State University, Fresno (CSUF)

Description of activities. CSU, Fresno students have a wide range of volunteer possibilities when they sign up with the university's Human Corps campus project, Students for Community Service (SCS).

On campus: The Career Development and Employment Services Department recruits "student ambassadors" to assist with a variety of tasks and campuswide activities, such as Career Day and the Student Employment Job Fair. These volunteers also use their time and talent to promote the university to the general public and to employers who hire our students.

The Health Center offers volunteer opportunities through a Peer Health Connection. Volunteer workers deal with health issues that include, but are not limited to: leading discussions, speaking to groups, designing and staffing information exhibits, publicizing these activities, and developing informational brochures.

Student volunteers working with the university's Upward Bound program provide academic assistance to high school students and assist with orientations to the university—both at high school sites and at the university. Volunteers also serve as peer counselors and participate in career and academic workshops.

Off campus: Education is one area where students make a difference. Student volunteers seek out tutoring positions in math, reading, or English. With the influx of Hmong, Asian, and other non-English speaking groups settling in Central California, SCS encourages volunteers who can tutor the English language and reading skills to these people. Agencies or institutions associated with SCS include, but are not limited to: Fresno Unified School District, Catholic Charities, Fresno Adult Literacy Council, Fresno Tomorrow, and the Library Literacy Program.

Among the more than 30 agencies and institutions signed up with SCS, there are several hospitals and health care organizations, including: Epilepsy Foundation of Central California, Nuestra Casa Recovery Home, Friendship Center for the Blind, California Association for the Physically Handicapped, Community Hospice, Central California Blood Bank, Valley Children's Hospital, Central Valley AIDS Team, National Multiple Sclerosis Society, Community Hospitals of Central California, and Circle K International.

Social service organizations include: Golden Valley Girl Scout Council, Volunteer Bureau, Big Brothers/Big Sisters, Fresno Rescue Mission, Poverello House, Fresno Amicus Program, and Comprehensive Youth Services.

Covering the arts and cultural aspects of Fresno, as well as environmental groups, are: Arte Americas, National Hispanic Scholarship Fund, San Joaquin River Committee, Fresno Metropolitan Museum, and Channel 18 KVPT-TV.

Other. In addition to finding ongoing work for volunteers, SCS refers students to work at one-time events, such as blood drives, Passport Fresno, or preparing and serving meals to the homeless.

Funding During the 1990-91 academic year, \$5,000 was allocated to the SCS program. The Office of the Vice President for Academic Affairs provides funding for the SCS program. This includes expenses associated with the administration of the program and the costs for producing and printing informational materials. During the 1990-91 academic year, it was extremely difficult to continue funding the program at prior levels. Consequently, SCS was supported through limited resources.

California State University, Fullerton (CSUF)

Description of activities. The Human Corps volunteer clearinghouse, operated by the University Activities Center, continued to function and to increase its informational resources for potential student volunteers. More than 100 community agencies have listed with the clearinghouse by providing information on volunteer opportunities. These listings are maintained on a Human Corps MLAC computer which was donated to the program by Apple Corporation two years ago. In 1990-91, many individual students and representatives of student clubs and organizations were provided information about service opportunities in this way. For the second year, a Volunteer Faire was held on campus in the Fall. Approximately 30 community agencies and organizations participated.

Due to the lack of funding, the program received only limited attention by regular staff. One of the Activities Coordinators spends a portion of her time with the program. A Human Services intern (receiving field work credit) provided very necessary assistance this year. This enabled the program to expand the scope of its efforts, particularly in the area of formal recognition of service activities carried out by students.

For the first time, a President's Community Service Recognition Reception was held in the spring. Forty-four student clubs and organizations were recognized for their community service efforts. The President presided at the event and was assisted by two community leaders who are members of the University Advisory Board. A related recognition event, the Saturn Award reception, was also held in the spring. Certain student groups competed for three cash awards made possible by the Saturn Motor Corporation. Projects recognized were those utilizing creative team effort in achieving results which benefit the community. In 1991-92 the Saturn awards program will be merged with the President Community Service Reception.

For the first time, the Human Corps program participated in the Fullerton Area Hunger Walk by routing the walk through the campus and providing a restroom and refreshment stop for the more than 300 participants. Two student organizations took leadership for this event.

Various internships, fieldwork, and practicum classes benefiting the community continue to be provided by various academic departments. For the first time, an exhaustive listing of such classes has been made.

In 1990-91, certain innovative projects and service programs were carried out. One was a project by the student chapter of the American Civil Engineering Society. It involved a team of chapter members who volunteered to paint and repair homes of disabled and elderly residents in a program sponsored by the City of Anaheim. The student group went considerably beyond usual expectations by designing and building a wheelchair ramp on a house owned by a disabled couple. Another student group, the Student Environmental Action League, designed a campus recycling program, urged its adoption by the administration, and then provided volunteer staffing to carry it out. The program is currently operating on campus and is quite successful.

Funding Human Corps continues to be an "extra" due to very tight staffing in the Student Affairs division. Approximately one-fourth of a Student Services Professional II position is dedicated to supervision of the program. In specific dollars, this amounts to approximately \$9,000 per year. About \$750 of operating funds from the Activities Office and the Office of the Vice

President were dedicated to the Recognition Reception and other Human Corps events this year. Planning is underway to seek grant funding for the 1992-93 year. Lottery funds designated for community service programs go directly to fund credit granting and paid internships on the campus.

California State University, Hayward (CSUH)

Description of activities. Effective Spring Quarter, 1991, the President established the Office of Volunteer Service Programs. This office serves as the Central information and referral center regarding Human Corps community service opportunities. The office recruits and provides orientation sessions for students who elect to participate in the Human Corps Program. Students register with this office and their volunteer interests are matched with the needs of community service agencies, organizations, business, and the campus. The Office of Volunteer Service Programs monitors and certifies completion of the appropriate number of community service hours.

The Office of Volunteer Service Programs has identified and made contact with over 100 agencies and organizations that are qualified and wish to receive voluntary assistance through the Human Corps Program.

The Office of Volunteer Services Program staff are currently recruiting students to participate in the Human Corps Program and provide services requested by the agencies. The recruiting effort also involves meeting personally with faculty from various departments to request their support in encouraging students to participate in the Human Corps.

The campus has established the following two programs to begin a major Human Corps effort. These programs will provide an opportunities to have an immediate impact in the communities.

The CSUH on-campus Community Service Tutoring Program. This program is operated in collaboration with the Counseling Office and Faculty/Student Mentoring Program, and the EOP Program. The purpose of this programs is to provide tutoring services for ESL students as well as tutoring and literacy programs for minority, limited English speaking, and developmentally disabled students who are having difficulty meeting various skills proficiency requirements.

The CSUH Off-Campus Tutoring Program. The objective of this program is to develop programs for tutoring children in various communities and school districts within the California State University, Hayward service area. This program is currently devoted to providing assistance to the Oakland community and the Oakland Unified School District. It is hoped that the program can be expanded to include other areas soon.

Bay Area Homeless Program. Program students are divided into two teams, one concerned with housing policy and the other addressing service issues related to homeless families and children. The students meet several times during the year, along with their regular class meetings, and plan the following activities: providing direct and indirect service to homeless populations of the East Bay, collecting data related to past and current housing policy in the United States, and conducting a campus-wide seminar on homelessness inviting speakers representing the disciplines of sociology economics, political science and social work. The students devote over 600 hours to serving the homeless populations of the East Bay. These services included direct services such as interviewing homeless clients, assessing client problems, making appropriate referrals, art and play therapy with homeless children, library research, organizing tutorials for homeless children, post-shelter follow-up and preparing grant applications. The students assist agency representatives in preparing reports to individuals in position to recommend and implement policy changes that may lead to the alleviation and eventually elimination of homelessness.

With the assistance of faculty, students, administrators and the Human Corps Advisory Committee

the campus plans to expand and refine the Human Corps Program. Some of the remaining goals of the Program are as the following: (1) in conjunction with interested faculty develop more courses with human service components in which students may enroll for academic credit; (2) seek and obtain outside funds from public and private sources to help support the Campus Human Corps effort; and (3) develop other programs that would provide opportunities for students to participate in as part of the Human Corps Program such as an underrepresented student off campus mentoring program.

Funding. No campus funds especially earmarked for community service activities are currently available. It would appear that additional funds for new or continuing campus program will not be available for the next four years. However, California State University, Hayward will do what it can to insure the survival of the Human Corps Program. The university will continue to seek external funds to support the Community Service efforts.

Humboldt State University (HSU)

Description of activities. Various Human Corps activities persisted at HSU despite losing the lottery funds for community service internships. The university had previously used the lottery funds to coordinate community service opportunities, and to award small grants to faculty and students who integrated a community service component into existing courses. The following is a representative list of Human Corps activities and their funding profiles:

Campus Center for Appropriate Technology (CCAT). As well as operating a demonstration energy-efficient household, 85 students offered the community applied technology workshops, tours, biological research projects, and support for public interest work on energy and environmental policy.

Campus Recycling Project (CRP) Over 100 students volunteered to build bins and maintain regular collection; educate local school youth on hands-on strategies to reduce, recycle and reuse; and publicize methods of solid waste reduction to the community at large.

Humboldt Legal Center Students offered community members legal information on landlord tenant law, small claims issues, DUI penalties, and consumer law. There were 25 student volunteers who were also enrolled in a class designed to give them necessary information and referral skills, and monitor their responses for legal accuracy.

Youth Educational Services (Y.E.S.). In its 22nd year, 332 student volunteers provided more than 39,000 hours of community service. Four new programs, initiated and directed by student leaders, joined the twelve continuing programs. The new programs served adult consumers of mental health (one-to-one friendships with student volunteers), public school children (teaching conflict resolution and cooperation); children in after school programs (teaching sign language.) Continuing programs focus volunteers on children living in low-income housing; teen parents; children failing in school; isolated seniors; community members seeking information on selective service issues, environmental concerns, and combating social oppression; and Southeast Asian refugee families. As part of campus-wide leadership development, Y.E.S. uses community service as the means for students to gain the skills to become leaders in pluralistic society.

A unique program of HSU and of Y.E.S. is the Leadership Education through Adventure Program (L.E.A.P.) Students offer year-round opportunities for at-risk youth to try white-water rafting, backpacking, and rock climbing. Though Humboldt County is renowned for its spectacular wild environment, many low-income, single parent or disabled youth have no access to its rivers and mountains. L.E.A.P. has operated for over a decade, with experienced student leaders training new student volunteers in all aspects of safety, technical, and youth work skills. Alumni of the program run fundraisers and donate equipment. The local 4-H is L.E.A.P.'s partner and provides insurance to each participant. L.E.A.P. is both unique in Humboldt County, where there are no

other such programs, and unique in the spectrum of student-directed programs where its safety record and year-round availability are thought beyond students' capabilities.

Funding. The following funding was provided for Human Corps activities.

- Campus Center for Appropriate Technology
 - Associated Students, \$5,590
 - Instructionally Related Activities, \$600
- Campus Recycling Project
 - Associated Students, \$1,900
 - Recycled materials, \$3,000
- Humboldt Legal Center
 - Associated Students, \$4,510
- Youth Educational Services
 - Associated Students, \$34,908
 - United Way, \$6,641
 - Local Foundation, \$12,000
 - Student Affairs, \$6,600
- Student Affairs Professional (1 FTE) Y.E.S. Director
- Associated Students provides Y.E.S. house and utilities

California State University, Long Beach (CSULB)

Description of activities. California State University, Long Beach (CSULB) has been actively involved in the community since 1971, when the Educational Participation in Communities (EPIC) program was founded. From that time on, CSULB has supported a centralized office to recruit student volunteers and to channel their time, energy and skills to those individuals and groups in the community who need assistance. These experiences develop a sense of responsibility to others that is the essence of an educated society and one of the missions of higher education. At CSULB, because of the size of the existing EPIC program and for cost effectiveness, the Human Corps program is integrated into the services of the Career Development Center within the Student Services Division. The following is a brief summary of activities.

CSULB Human Service Award An Award of \$1,000 is available to a CSULB student for significant community service. Established in 1989, the President's Associates Human Service Award recognizes one student each year who has volunteered extensive hours developing and implementing a specific program in response to a community need.

Academic Transcript Notation The EPIC/Human Corps office has the capability of placing a notation on a student's academic transcript which reflects that student's involvement in and service to his/her community while a student at CSULB.

Academic Credit For the last ten years, academic credit has been awarded for meaningful and supervised community experiences. Both lower and upper division elective credit is available to EPIC/Human Corps participants. Many academic courses at CSULB are of an internship/fieldwork nature and faculty in a variety of disciplines routinely include experiential community-related components in their courses.

On-Campus Promotion Activities. CSULB utilizes a community service informational brochure that is distributed to students, faculty and staff with an emphasis on how to become involved in community activities. Co-Op/EPIC program staff make approximately 200, 5-10 minute classroom presentations per year on the value of community experience. The Human Service Award information is advertised to students and faculty through the campus newspaper, faculty correspondence, and flyers.

ASI Community Service Commission The Associated Students, Inc. includes a Community Service Commission. This student commission works closely with the EPIC/Human Corps office to encourage and support community service activities on the part of students and student associations.

Annual Volunteer Fair Each year the CSULB Career Development Center sponsors "Reach Out Today," a volunteer fair which brings professionals from 30-40 community service organizations to the University for a one-day awareness and volunteer recruitment event. Annually, 800 to 1,000 students visit the fair for community service information.

Unique Program/Activity CSULB's African American Mentoring Project has successfully involved 60-80 students in a three-way mentoring program. The university students are enrolled in Black Studies courses that incorporate community involvement into the curriculum. University students serve as mentor/tutors to African American junior high school students and at the same time the CSULB students receive mentoring from African American staff/faculty members.

Funding The university provides limited, in-kind staff support to Human Corps activities by way of the Cooperative Education program of the Career Development Center (\$7,502 or 20% of the Coordinator, Cooperative Education). An additional \$8,000 in operating monies are provided by the University in support of EPIC/Human Corp activities. The Associated Students, Inc. (ASI) have recognized their responsibility to support (\$250) community service programs through the efforts of the Community Service Commission.

Specific funding for EPIC/Human Corps activities comes through an annual designation of monies from the Forty-Niner Shops, Inc. (\$3,000) and IRA State funds (\$5,000).

California State University, Los Angeles (CSULA)

Description of activities During the 1990-91 year, Cal State L.A. continued to provide its students with a wide range of academic and co-curricular activities all contributing toward broad based student involvement opportunities in public and community service. The University remains committed to promoting community and public service as an essential part of its overall educational mission.

Although Cal State L.A.'s Human Corps activity has not been untouched by the last two years of systemwide budget reductions, especially the loss of discretionary Lottery funds supporting expansion, innovation, and coordination of community service oriented venues, the volume of student involvement activity, nevertheless, remains substantial and new program resources continue to be aggressively pursued.

Promotion of the service ethic continues through the involvement of students in a variety of settings, e.g. actual course work, volunteer work, student projects, and paid work situations.

Course Credit During 1990-91, a total of 143 courses were offered that regularly involve Cal State L.A. students in service related learning activities. These courses are regular offerings provided by their sponsoring departments as practicums, fieldwork courses, observation courses, student teaching, co-operative education, etc. Learning activity takes place both in the field and on campus (e.g. work in our Associated Clinics). Most of these courses directly support a student's major.

Cal State L.A. also offers a special course specifically supporting community service involvement. This course, Community Service 395, is offered on a credit/no credit basis and is now being offered by 11 departments, an increase of two departments compared to last year.

Volunteer Field Placements The main vehicle for year-long promotion of volunteer community service opportunities is the Educational Participation In Communities (EPIC) program. EPIC

serves as a centralized clearinghouse of information on community involvement opportunities and serves as a conduit through which community agencies seeking University volunteers can meet students looking for volunteer field experiences. EPIC maintains listings on approximately 200 such community agencies each year. EPIC actively recruits volunteers for these agencies year-round on the campus walkways and through classroom presentations.

Student Projects. Student service projects are organized and developed by many student organizations each year. These projects can be fundraising for charities, sponsoring blood drives, assisting with Special Olympics or youth activities, etc. The variety, size, and scope of student projects can vary from a one-day activity involving large numbers of students for a few hours to year-round projects that involve smaller numbers of students but for longer periods of time, i.e. one quarter or more.

Cal State L.A.'s EPIC program also sponsors on-campus, student-run projects that include a summer youth employment and college motivation program for low-income high school youth and EPIC's Annual Christmas Toy and Food Drive. Both of these projects are organized by students and involve year-round planning and preparation.

Paid Work Opportunities. The primary vehicle that allows students to earn pay for work experiences in public and community service is the campus College Work-Study Program. The off-campus component of the College Work-Study Program requires that participants are placed in service oriented, non-profit organizations. This program, administered by the Center for Career Planning and Placement, is designed to allow financially needy students, who might otherwise be unable to "afford" the luxury of volunteering, the opportunity to participate in service activity through employment at a community agency as a work-study student.

Funding. The costs of courses and faculty involved in community service related, field and learning activities are covered through normal departmental budgetary allocations. No special funds are designated.

The EPIC program is supported by the Student Affairs Division, through the Center for Student Life and the Career Planning and Placement Center. The EPIC program also solicits additional funding support from the Associated Students, Inc. and various public and private donors. Total funding amounted to \$153,500, including \$27,000 made possible through collaboration with California Campus Compact.

California State University, Northridge (CSUN)

Description of activities. Human Corps is administered at CSUN in The Career Center by a half-time Coordinator's position. To better facilitate the implementation of AB 1820, the Human Corps Coordinating Council was formed as an advisory body to the President and officially convened December 14, 1990.

The following is a brief list of current Human Corps activities at CSUN:

- Monthly meeting of the Human Corps Coordinating Council
- General information and volunteer opportunities bulletin boards at The Career Center
- News articles published on Human Corps/Volunteering in both on and off-campus publications
- Flyers on specific volunteer opportunities posted and disseminated to the student population
- Ongoing individual student counseling and placement by the Coordinator
- Close working relationship with the campus Work-Study office
- Outreach to prospective new employers for paid/unpaid positions
- Annual Volunteer Fair
- Outreach to faculty/staff/administration through informational sessions and dissemination of

- printed material about Human Corps
- Classroom presentations by Coordinator

The following are brief descriptions of some of the unique programs/activities currently being developed through the Human Corps program at CSUN.

In the NAACP Saturday Morning School, student volunteers are spending Saturday mornings, through the academic year, teaching/tutoring students grades 7-12 in a variety of academic and non-academic areas. Students have been recruited through regular classes and clubs/organizations.

"Into the Streets" is a national volunteer program. Campuses across the country recruit their students from different cultural backgrounds to provide community service to various local organizations on a monthly basis. The goal of this program is to provide the foundation for on-going volunteerism. The Human Corps council and coordinator are working in conjunction with the Associated Student's Community Service Director on this project.

Granada Hills High School has established an honors program for its minority students. Incorporated into the program is one-on-one mentoring/tutoring. CSUN students are volunteering to tutor in various academic subjects as well as providing guidance in a number of afterschool hours projects.

Funding Prior to the 1990-1991 academic year, funding for the Community Service Internship Fund was provided by the State Lottery. Financial support, in the amount of \$20,000, is now provided by Federal monies allocated through financial Aid for the Community Service Job-Location and Development Program.

California State Polytechnic University, Pomona (CSPUP)

Description of activities. Human Corps activities included Individual Placements, Culture Corps, Group Projects, Volunteer Fair, Volunteer Recognition Reception, and Human Race

Individual Placements Individual students were interviewed by student staff, then placed immediately in community agencies. Twenty students were placed. Agencies receiving student volunteers were: Cal Poly Blood Drive, Volunteer Vital English, Culture Corps, InterCommunity Hospital, Cal Poly Language Institute, M.25 Baja Relief, Pomona Library, Disabled Student Services, Special Olympics, Salvation Army, and Project SISTER.

Culture Corps Three Culture Corps Clusters began in Winter quarter. Each group was facilitated by one or two faculty or staff. Approximately 30 students participated in these weekly discussions which enhanced understanding of different cultures. The Culture Corps program completed its second year in 1991. The ultimate goal of this program is to make participants more aware and appreciative of other cultures and to sensitize them to the issues of diversity. This year's facilitators were successful in challenging their "Culture Clusters" and retaining participants in the program.

Group Projects. Student organizations contacted the Human Corps Volunteer Center seeking opportunities for group volunteering. There were ten organizations who worked with 34 agencies including American Cancer Society, Special Olympics, Adventist Convalescent Home, Cystic Fibrosis Bowl-A-Thon, Pomona Head Start, National Collegiate Alcohol Awareness Week, Pomona Valley Hospital, Wildlife Waystation, Exceptional Children's Foundation, Children's Hospital of Richmond Virginia, and Association of Retarded Citizens.

The Cal Poly Human Corps Volunteer Center has two activities which are unique. The first is its relationship with fraternities and sororities and the second is Culture Corps. The Human Corps Volunteer Center was particularly successful in attracting fraternities and sororities to participate in group activities. The highest award given to a greek-letter organization is The Poly Gold Award.

Of the three major criteria for the Poly Gold Award, community service has become prominent. Organizations are required to register their activities with the Human Corps Volunteer Center.

Volunteer Fair Sixteen agencies set up table displays and had representatives on campus for an all day volunteer recruitment effort.

Volunteer Recognition Reception Certificates were given to all individuals and organizations who completed 30 hours of community service. Awards were given to Outstanding Volunteers and Organizations.

Human Race Human Corps, in cooperation with the Office of Disabled Student Services, participated as an agency in the Pomona Valley Volunteer Center's annual fun run. Human Corps raised \$500.00 through sponsorships.

Funding Funding levels included \$4,600 allocated for operations of the Human Corps Volunteer Center, \$8,000 allocated for student staffing of the Center, and Office space and professional staff advising provided by the Office of Student Life. Sources of funding included the Associated Students, Inc. and the Office of Student Life/Division of Student Affairs.

California State University, Sacramento (CSUS)

Description of activities. As in previous years, many students volunteered their time with a great number of community/human services projects. Because these efforts were not a part of an academic class or were not obtained through a campus program, records for these activities are not available at this time. However, there are students enrolled in approximately 95 internship courses in over 40 departments which lend themselves well to Human Corps activities.

In addition, the Career Center serves as a clearinghouse for both the agencies to list their volunteer positions and a central place for students to learn about community service opportunities.

Funding. Lottery Funding for the successful CSU, Sacramento Student Intern Community Service Program, the only formal Human Corps activity on campus, was eliminated in 1991-1992.

California State University, San Bernardino (CSUSB)

Description of Activities. The withdrawal of lottery funding has necessitated some significant changes in the Community Service Program at California State University, San Bernardino. The first is a shift in focus of the program, and the second is an emphasis on a service component in the curriculum.

The program has adopted a clearinghouse function, offering information about volunteer opportunities in the community, rather than aggressively recruiting students to volunteer. Information is maintained about community needs and volunteer positions within community agencies. Students make contact with the Student Life Office to get this information. These are typically students who are already concerned about their community, or who are seeking internships and experience in a career area of interest. Many students are interested in volunteering because they have had good experiences in previous volunteer positions. Student organizations also use this information for group service projects. Several student organizations have adopted specific charities which they work with annually, but many look for new service opportunities each year. Individual and group referrals are made primarily in the following areas: Human Services; Criminal Justice; Youth Programs, Education; Health Care; Arts/Culture.

A second focus of the Community Service Program is coursework which includes a service component. Forty-three undergraduate and eleven graduate courses offer academic credit along with a

service requirement. Many students in these courses avail themselves of the information available through the clearinghouse function of the Student Life Office.

In addition, potential for community service exists in independent study and internship courses that are offered. Twenty-nine departments offer an independent study course. The research done in these courses could benefit the community and could be done in a community service agency. Nineteen departments offer an internship course which could have a community service component, depending on the type of setting the student chooses as an internship placement.

San Diego State University (SDSU)

Description of activities. Student participation in community service programs which meet the criteria of the Human Corps legislation increased modestly this past year as a result of service specific courses added to the curriculum and a growing commitment by clubs and organizations to become involved in service projects. As noted in last year's report, it appears that approximately one-third of the student body is known to have volunteered as a direct result of their affiliation with the campus. It is estimated from campus surveys that this figure is in excess of eighty percent if family, church, neighborhood and social organization membership activities are included.

This increase in participation, however, does not seem to be the result of the unfunded Human Corps program. Rather, San Diego State University has a high degree of visibility in the community and has enjoyed a long history of community service as part of its social and teaching mission. The current greater enthusiasm appears to mirror national trends toward volunteering and a changing national social awareness in terms of the renewed interest of citizens in sustaining a responsive community environment.

Since non-academic volunteering at SDSU remains under the supervision of the Associated Students and the Campus-Y, known as the Community Service Network (CSN), this element of the total campus volunteering program will continue to be limited in its scope, funding and depth. For the 1990-91 year the CSN suffered from a difficulty in attracting and retaining students who could manage the program and develop continuity for community/campus interaction. Funding of the CSN remains at a very modest level for postage, phones and materials. This money comes from the Associated Students, who also make office space available to the CSN. Advising and community social service agency coordination is offered by the Campus-Y on a limited basis. Unfortunately, virtually all of the community service projects, and events of a unique or major scale, are the result of student organization efforts, residence hall activities or class related events. This situation is not expected to change until, and unless, the Human Corps concept receives funding to assume the role of a campus-wide coordinative agency.

As noted in last year's report, specific information about every course which provides some option for Human Corps type service is unobtainable at this time. Given the present budget reductions, heavy workloads and the continued lack of funding to supervise a Human Corps program there exists an understandable reluctance on the part of faculty, department chairs, and Deans to devote the time and energy necessary to keep such records in relation to other duties. This reluctance is not without good reason. In some departments, such as Communicative Disorders, Health Science, Nursing, Public Health and Social Work, for example, virtually all undergraduate and graduate students participate in community service as part of their student training and academic requirements. There are probably numerous unreported service programs in these disciplines, and others, simply because no line item staff exist to attend solely to this task. A review of all the community internships, clinical practicums, and field placement courses noted in the General Catalog for graduate and undergraduate students, which in the absence of faculty responses is the most accurate minimal indicator of departmental activity, identifies 127 designated courses. The exact number of multiple sections differs from semester to semester and with many of the courses and sections being offered during both semesters of the academic year. It is estimated that well over 250 academically related opportunities exist yearly for direct community service involvement from

this easily identified population of courses. This figure, however, is subject to change given the current funding difficulties imposed upon the campus.

Funding At present, the Community Service Network is funded in part by the Associated Students (postage, phone, materials and office) and occasional community donations. The Campus-Y provides the supervision and assistance in community agency communication. Courses related to community service themes are funded by the State of California and supervised by the respective academic department.

San Francisco State University (SFSU)

Description of activities. SFSU continues to demonstrate its true character as an institution deeply rooted in the life and needs of its constituencies: San Francisco and the Bay Area. While financial cutbacks are taxing the resources of so many university operations and straining the resolve of community programs, SFSU has taken action to stabilize and encourage the Community Involvement Center (CIC), an 18-year old student-administered and academically-based program that has been expanded to address the ambitious challenge of the Human Corps. SFSU calls this Human Corps development the "University-Community Action Network" (U-CAN). SFSU actively seeks social and educational, if not political, alliances between the campus and its neighborhoods, educators and service providers, and student-citizens and citizen-mentors, toward the end of sustaining and improving the quality of our lives and ambitions in these difficult times.

CIC and U-CAN benefit from a structural as well as philosophical reliance on the capabilities of students to not only prepare for the future but to improve and impact their own immediate condition. While role-modeling, supervision, training and instruction are provided by professional faculty and staff, CIC and U-CAN are administered largely by students. This focus on peer support makes SFSU's Human Corps effort highly economical as well as highly attuned to the will and needs of the student body.

As of the beginning of this school year, CIC reports directly to the Dean of undergraduate Studies and enjoys a central role in the life of the university. In addition to the hard and effective work of the CIC students, the Human Corps legislation has been the major factor in raising CIC from a small program under one professor, in one department, in one school of the university to an all-university program with visibility and potency. The basic approach with U-CAN is not to duplicate the services and activity of on-and off-campus programs already in existence (we are correctly perceived as an enhancement to, rather than a drain on, university assets), but to provide advertising, networking, recruiting, advising, information, support and academic rigor to the countless high quality on-and off-campus experiential learning opportunities that exist around us.

Statistical data is embedded in the organization and project description which follow. Time has not permitted the campus to adequately research and update the relevant academic course work, university courses related to the Human Corps remain extensive and are well-enrolled. Before the Human Corps, CIC thought in terms of hundreds of students; today the campus prepares for thousands of students as an average of over 50 students daily, through the joint efforts of CIC and the Career Center, receive advising and/or information or service opportunities.

University-Community Action Network (U-CAN) U-CAN provides on- and off-campus service organizations and programs increased support, visibility, and human resources for their vital work. SFSU defines "service" as any activity which contributes to the quality of our lives, be it personal, economic, social, artistic, or environmental, and provides work opportunities for students who can contribute direct assistance to people in need.

U-CAN has developed at San Francisco State University in response to the 1987 Human Corps legislation. The student staff of the Community Involvement Center (CIC) lobbied in Sacramento on behalf of the bill. CIC's eighteen years of promoting volunteer work among students has

demonstrated that the spirit of giving and the sense of social responsibility as a life-long commitment are best developed as a result of service freely chosen rather than as a one more burden placed on the student to earn a degree. Since 1987, the SFSU Community Involvement Center and Career Center have been cooperating in the expansion of our programs to enable many more students to participate in service-learning.

U-CAN is primarily administered by the students of CIC and is dedicated to:

- Communicating the personal, education, social, career, and financial rewards of volunteering;
- Providing the information, advising and referrals which make volunteering possible;
- Providing the support and back-up services which make volunteering viable;
- Making service-learning a campus "value" and normative activity.

The ultimate goal of U-CAN is to create a campus environment in which a common topic of conversation among the university's 30,000 students centers about the question, "What are you doing in the community this semester." SFSU stresses that "community" encompasses both the on-campus SFSU community and the off-campus Bay Area community. Current U-CAN projects include the following:

- Project re: Source. The Community Involvement Center operates a drop-in Resource Center for U-CAN. The Center has over 3,000 agencies listed who need volunteers. Program and event literature on community service activities are available free. CIC staff provide advising on volunteer placement selection. Research may be conducted and connections made for career exploration and job referrals. The SFSU Career Center provides listings of paid internships and jobs in the human service field through its telephone Job Hot Line.
- Project re: Call. Students and student organizations are informed of new or short term volunteer opportunities by telephone. CIC regularly receives requests from on- and off-campus organizations needed volunteers. Students register with CIC and are called when volunteer opportunities arise in their area of interest. Students may also register with the Career Center and access a 24-hour Job Line of long term volunteer placement information.
- Project re: Search. The CIC staff performs research on volunteer and service-learning opportunities and publishes special reports for SFSU faculty and campus programs. Examples include the development of internship sites throughout the Bay Area for the Bay Area Homeless Program and developing a list of placements where students may practice their foreign language skills for the Department of Language Studies.
- Project re: Present. The CIC staff regularly makes presentations to classes and student organizations on-campus and professional organizations and agencies off-campus to inform these groups of the many service-learning programs through which students may become involved in helping solve community problems. CIC and the Career Center holds an annual Job Fair at which time community agencies may recruit students on campus.
- Project re: Solve. Each year, CIC resolves to focus a large measure of its resources to help solve a particular social problem. The current area of focus is Homelessness. CIC provides special advising to students on placement possibilities, support seminars for students volunteering in homeless agencies and consulting services to the Bay Area Homeless Program on campus.
- Project re: Acknor. This project is a newsletter on volunteering and the volunteer experience addressed to SFSU students, faculty, staff and alumni.

U-CAN projects in development include the following:

- **Project re: Quest.** This is a highly sophisticated relational computer-database based on Borland's Paradox. Data on students, agencies, faculty, and incentives for volunteering will allow searches and matches which maximize the ability to meet student and agency needs.
- **Project re: Union.** These are special programs for current students and alumni who may serve together on community service projects.

Funding. Financially, the Human Corps development is currently funded with 0.4 faculty (lecturer) time, 2.6 Student Services Professionals and nearly \$50,000 in a combination of work-study and student assistant wages annually. A modest amount of general fund operating expenses of some \$15,000 is supplemented by on-and off-campus fund raising efforts. A major grant proposal to fully fund the Human Corps is being distributed with the full support of the SFSU administration.

San Jose State University (SJSU)

Description of activities. The Human Corps on the San Jose State University campus is principally represented through an undergraduate course, Community Concepts 157, offered through ten departments (Administrative Justice, Art, Counselor Education, English, Humanities, Nursing, Recreation and Leisure Studies, Sociology, Social Work, and Teacher Education). The course grants three hours of semester credit and can be used by students to satisfy their upper division general education requirement in the area of cultural pluralism. This course served 97 students.

In the first two weeks of class students participate in activities which are designed to help them understand how culture, theirs and others, will influence their work in the community. For example, this year in the first week, each student wrote some statements about their surnames. This produced a good deal of information about their family's cultural history. Students then shared this information in small groups. Forty percent of the students in the class were limited speakers of English when they went to public school. As they recalled their immigration experiences with other students (a first for many of them), they learned that other students from different cultural backgrounds had similar experiences.

By the end of the second week, students will have been exposed to community service offerings for the semester. This semester students were able to choose to participate in an adult literacy training program, which trains adults who are non-native speakers of English to read in English. The program is held at Yerba Buena High School, which is located near downtown San Jose.

A program at the Selma Olinder Elementary School is also offered. Human Corps students choosing this option work in a school that is seventy percent "minority", a place where more than a dozen languages are spoken. Some of the university students work with the bilingual program, others join the school counselor on a district-wide self-esteem project. There are also Human Corps students who are participating in a community project by bringing adults who are not accustomed to American schools to school functions.

Several Human Corps students have chosen to participate at the newly formed Galarza Institute, which works with Mexican-American high school students at risk.

A project for Human Corps students who want to work with the homeless is also offered. These students assist in several programs for the homeless including working in a soup kitchen, and assisting the homeless with obtaining social service benefits. They also have been working on Hungerfest, an awareness program about global hunger.

This semester, two programs are aimed at serving the San Jose State University community. The first program is the Peer Support Network. Human Corps students choosing this option work as mentors for entry level minority university students, helping them get accustomed to university life. The second on-campus option is in the residence halls. In this program, Human Corps students assist resident advisors working with problems associated with living in a University dormitory community.

By the end of the second week of the Community Concepts 157 class, the students will have chosen one of these community service options. They will begin working in the community with their onsite supervisor in the third week. All the Human Corps students are placed with professionals in the field and work under their supervision. Each of these professionals also comes to the University to participate as faculty in the larger sessions.

Human Corps students are expected to work on their community service project six hours per week. They also attend the larger Community Concepts 157 classes, which besides the first two sessions, meet once a month. At these monthly meetings students discuss with their peers the problems and pleasures of doing community service. These discussions are guided by the University faculty.

A textbook (*Empowering Minority Students* by Jim Cummins, California Association for Bilingual Education, 1991), is used from which students are given reading and writing assignments. Each of these writing assignments relates to their community work and is discussed in the monthly meetings. Students also are expected to keep a journal based on their community work and their reading. Students are graded on their assignments, their class participation at the large group meetings, and their community work.

In the fall of 1991 the Human Corps moved to the College of Education, where it is administered under the Associate Dean for Academic Affairs. The current total Human Corps enrollment is ninety-six students.

Funding. The funding for the Human Corps has unfortunately been reduced due to the cutbacks across the university. Two departments, Social Work and English are paying for their own professors. The director of the Human Corps is offering instruction out of his administrative time. The remainder of the instruction comes from the onsite supervisors. The university is currently looking for additional funding, particularly to increase the number of participating faculty.

California Polytechnic State University, San Luis Obispo

Description of activities. During 1990-91, Cal Poly students contributed over 70,000 hours of University-sponsored service to the San Luis Obispo community. This included more than 39,000 hours of voluntary service and over 32,000 hours of academically-related service together with 1,200 hours of paid service through the Federally-funded Community Service Learning. This figure does not include service rendered by individual students on an independent basis. Service providers included students from throughout the University.

Students also donated more than \$22,000 in cash obtained through fundraisers and well over one ton of food collected for the homeless shelter and for Peoples' Kitchen which serves a free lunch daily to homeless and hungry individuals.

While 1990-91 may be described overall as being a year of continued growth, several significant new ventures were launched. They include the following:

- Four faculty representing the Schools of Business, Engineering, Architecture, and Liberal Arts and the Human Corps Coordinator were chosen to participate in the Campus Compact Institute on Integrating Community Service into the Curriculum. They developed a one-year plan to

double the number of senior projects and other capstone experiences that result in service to the community during 1991-92. Eighty campuses across the country applied to participate in the Institute. Cal Poly's team was one of fifteen selected.

- The A.S.I. Student Community Services program run by student volunteers created two new projects. One deals with child abuse and the other with the environment. This brings the total number of projects offered to eleven.
- Cal Poly's Resident Community Service Network service program was one of four programs from across the nation cited as model programs in the summer issue of the Campus Compact newsletter. Each hall "adopted" an agency and provided it with service throughout the year. All the halls joined forces to sponsor "skip-a-meal" programs to raise money for hunger organizations.
- A pilot of the Federal Community Service Learning Program was operated using a \$6,000 grant from the U.S. Department of Education. CSL is a program which places work study eligible students in positions related to their majors with agencies that serve people with low incomes.
- The Human Corps Advisory Committee was established as a standing committee of the university. It includes faculty from each school, student representatives from Student Community Services and Panhellenic and Interfraternity Councils and staff representatives from Housing, Financial Aid, and Career Services.
- Faculty incentives for service learning received a boost from Student Community Services when it instituted the new "Faculty Distinguished Service Learning Award," an award to recognize one faculty member each year who has done an outstanding job of integrating service into his or her courses.
- The program of student incentives was expanded to include presentation of a new Senior Recognition Award for "Service to the Community" in conjunction with spring commencement. Each of seven schools was allowed to select one recipient.
- A quarterly newsletter highlighting volunteer and academically-related service locally and at the state and national levels was launched.

The project for integrating community service into the Senior Project other capstone experiences is a unique program. The Human Corps Advisory Committee agreed that it would like see the university make significant additions to its program of service learning. However, members also agreed that any vehicle chosen to achieve this goal would have to meet the following criteria: (1) credit must not be given for service but rather for learning which occurs through service; (2) the vehicle would have to allow for student participation from across the university; (3) service should not be a graduation requirement; and (4) it could not require either additional funding or increased faculty or student workload.

Both the general education program and the senior project requirement met these criteria and were considered. The most workable solution seemed to be provided by the Senior Project which is an existing graduation requirement that must be met by every student at Cal Poly. Service oriented senior projects would provide not only for completion of a graduation requirement but also a sense of satisfaction on the part of the students providing the service. To that end, an interdisciplinary faculty team and the Human Corps Advisory Committee have joined forces to increase the number of senior projects that provide service from approximately 100 to 200 during the 1991-92 school year. A question about whether the project has resulted in service has been added to the Senior Project Requirement reporting form which accompanies each Senior Project. This provides a vehicle for documenting each service project. In addition, a plan for increasing such projects has been developed. It includes

- increasing the number and variety of service projects suitable for senior project credit by surveying agencies;
- disseminating information about project opportunities using a faculty senior project network; and
- devising a plan for marketing the idea to students at the point in time when they are ready to look for a senior project; a promotion video and a casebook of successful projects are two tools that will be created to help achieve this goal.

Funding Resources supporting student community service programs were provided by both the Academic Affairs and Student Affairs Divisions as well as by the Associated Students, Inc. and the City of San Luis Obispo.

The Student Affairs Division provided the salary of a full-time Human Corps Coordinator at the SSP-IV level at a cost of over \$40,000 plus benefits. An additional \$2,000 were allocated to fund a student assistant who updated and used the computerized database of service opportunities. Through its Student Life and Activities department, the Division provided major student service organizations with over 2,000 square feet of office space along with desks, files, phones, etc. as well as access to a laser printer and a xerox machine. Through its Housing Department, the Division contributed a staff adviser to the Resident Community Service Network. Also, staff of University Outreach Services continued the Adelante program, a bilingual mentoring program at El Camino Junior High in Santa Maria.

The Academic Affairs Division's contributions are somewhat more difficult to estimate. The greatest contribution is, of course, the value of faculty time devoted to working with students on internships, senior projects and class projects that render service. The Division continued to provide use of a Macintosh and printer for the computerized database. It also contributed \$3,000 to provide the local match for five student participants in the Community Service Learning Program pilot.

The A.S.I. allocated \$6,500 to support eleven service projects sponsored by Student Community Services. The A.S.I. also donated a Macintosh computer and printer.

California State University, San Marcos (CSUSM)

Description of Activities. The faculty, staff and students of CSU, San Marcos continue to be involved in the enormous task of starting a new University. CSUSM opened its doors on July 1, 1989 to the essential planning, staffing, and other actions necessary to create the 20th CSU campus. The faculty are currently engaged in curriculum development, faculty recruitment and the evolution of governing structures. Staff is engaged in faculty support, student support and services, and the development of administrative systems. Students are involved in their studies, the development of their own organizations including the Associated Students, the student newspaper, the yearbook and other clubs and organizations and as participants in the evolving governance structures of the University. A great deal of faculty, staff, and student energy has been committed to these efforts. As a result, though committed to the principles of the Human Corps concept, overall efforts toward the achievement of Human Corps objectives have been relatively limited.

Some of the efforts which reflect the commitment of CSUSM to the important objective of the Human Corps Program are as follows:

- **Academic Internships** Course work in the College of Education and the Psychology and Sociology programs include significant community internship components. Through these

courses, approximately 150 students have been involved in volunteer work, both on campus and in a number of local social service agencies.

- Faculty and staff members volunteer their time to serve on Boards of Directors for many private non-profit organizations including United Way, the EYE Social Service Organization, the Girls and Boys Club of San Marcos and Vista, and the BECA Foundation which provides scholarships for Hispanic students, to name a few
- Food drives and Holiday family support drives have been organized by staff members. These successful programs have been adopted by the Associated Students and will become a permanent part of their activities.
- The Associated Students sponsored a blood drive each semester to support members of our campus community and the citizens of North San Diego County.
- The first annual CSU, San Marcos International Festival (held on October 27, 1991) focused on the diversity of the community through entertainment, foods, crafts, dress and our people. The Festival was a gift to the community by the campus. Over 100 volunteers worked together to make this event a major success.

Sonoma State University (SSU)

Description of activities. The Human Corps program at Sonoma State University exists as a program area in the Career Development Center in the Student Affairs Division and is staffed by a half-time Student Services Professional III (Coordinator, Human Corps) who also provides direct career development services in the form of career counseling and workshops.

The Coordinator serves as the administrative member of the Community Service Committee of the Associated Students and works closely with the student leadership and with student clubs, Greek organizations, and individual students expressing interest in community work.

The following excerpt from the 1990-91 Annual Report of the Career Development Center highlights the Human Corps activities on the Sonoma State University campus. The highlights appear as goal statements with brief descriptions of the respective activities.

Goal. Increase student awareness of community service opportunities and support and encourage students involved in volunteering. There was a combined effort of reaching out to student clubs and non-clubs/organizations through presentations to clubs, fraternities, sororities, and the A.S. Board of Directors. Letters were sent to Human Corps student participants informing them of upcoming activities such as Community Services Fair, Homeless Awareness Week, etc. Articles and ads appeared in the STAR publicizing events and the Community Service Fair provided students with volunteer opportunities. The development of a Student Volunteer Club was explored with some students expressing interest and so this may be explored further next year. Also, an organized and comprehensive program was developed for public relations, marketing and outreach to students around the value of internships/Community Involvement Program including specific opportunities relating to students' majors and fields of study.

Goal: Increase faculty awareness of Human Corps Activities. Announcements of special community service activities were made in classrooms by the Human Corps Coordinator, CDC professional staff, and student assistants. Copies of volunteer opportunities germane to specific majors were sent to appropriate departments. Also, a flier advertising the Human Race was sent to all academic departments. Outreach was completed through direct marketing to faculty and staff with fliers and specific internships geared toward academic departments and faculty advisors. Personal contact was made on a regular basis with both internship and CIP advisors to increase the visibility of experiential education and the CDC role on campus.

Goal. Work with the A.S. on community service projects through their Community Service Committee. A workshop presented at the Student Leadership VII retreat helped to set the theme for some of the A.S. goal setting which followed. Through the A.S. Community Services Committee (Human Corps Coordinator was a member), such events as the Homeless Awareness Week and Easter Egg Hunt for children was accomplished and were notable highlights for the year.

Goal. Develop and coordinate a Community Services Fair. A Community Services Fair was held in October, kicked off by a reception. Twenty-three agencies from environmental, social, educational agencies attended and generated new volunteer and CIP opportunities for SSU students.

Goal: Increase awareness of Human Corps within the Residence Halls. Announcements at RSA meetings, fliers and posters throughout the Residence Life complex, information tables, and enjoyable opportunities (Human Race) all contributed to a very ambitious publicity campaign in the Residence Life area.

A unique program introduced through Human Corps was the development of a "Preventing Homelessness" course through the Anthropology Department. This course was made possible by the awarding of \$20,000 from the Hewlett Foundation and the Jonsson Foundation through the Bay Area Homelessness Project at San Francisco State University.

As a result of a student project in the course, a student fee referendum was passed which collects \$1.00 each semester for the purpose of a homeless services program for homeless students. To date, the program has not been implemented due to liability concerns.

Finally, work was initiated through the Human Corps program on a Literacy grant which was written through the Pre-College Programs at SSU and funding will enable SSU to establish tutoring programs in area schools, hence developing volunteer opportunities for SSU students.

Funding. Total funding, all from the General Fund, amounted to \$21,898. This includes costs for a half-time position, student assistant, and supplies/services. There was an additional \$500 allocation from the Associated Students for publicity of events such as Homelessness Awareness Week.

California State University, Stanislaus (CSUS)

Description of activities. The Human Corps program was initiated at CSU Stanislaus with the transition of the Lottery Community Service Advisory Committee to the Human Corps Task Force. From the beginning the program was administered by staff with faculty support and very little student leadership and participation. It was always the goal of the members of the Task Force to develop the program to the point that it would be a student led, student run program. That has now been accomplished. During the 1990-1991 academic year, students took the initiative and formed the Associated Students Community Service Program.

The A.S. Community Service Program is a recognized A.S. committee with office space donated by the University Union. The A.S. Community Service Program has chosen to focus on five major efforts: academic outreach to local schools, peer escort program for campus safety, campus recycling, student health speakers bureau, and a university host program. The A.S. Community Service Program is in the process of developing a computer system for matching volunteers with community agencies.

In addition to the on-going programs described above, three special events are sponsored each year: a Volunteer Fair, Good Neighbor Day, and a Celebration of Community Service.

Volunteer Fair For three years, the campus has sponsored a Volunteer Fair in September. The purpose of the Fair is to inform students about agencies in our community and their efforts, as well as to provide non-profit agencies with an opportunity to recruit students as volunteers. There have been 35 local non-profit agencies who have attended each year and evaluations of the event have always been very positive. The evaluations have indicated that in addition to meeting the goals which the campus has set to distribute information and recruit volunteers, a correlate goal has been accomplished in that agency representatives are provided with a unique opportunity to network. The campus has received local press coverage and the local public television station has taped the event for broadcast. For the past two years, this event has been sponsored through corporate donations.

Good Neighbor Day. Good Neighbor Day is a spring event which has occurred for four consecutive years. Good Neighbor day is planned by students and includes faculty and staff. On a selected day in March, students, faculty and staff gather for breakfast on campus and then move into the community in teams to complete pre-planned activities. Activities have included park clean-up, tree planting, repairs on low-income or elderly resident homes, and work on a women's shelter. Support from campus building and grounds staff has enabled the campus to provide sophisticated work such as electrical repairs, roof repair and cement work. At the end of the day all of the volunteers gather back at campus for a bar-b-que. The university has attracted corporate sponsors for this event, and one year each of the volunteers received a t-shirt.

Celebration of Community Service. Each year in May, the campus holds a recognition event for students who have participated in community service programs. This event includes dinner and the awarding of certificates by the President. Students, agency representatives and faculty and staff are invited. The event has been sponsored by corporate donors and is taped for broadcast on the local public television station.

Funding. Funding level is \$5,250 and is supported by instructionally related activity funds, Associated Student funds, and corporate contributions.

Human Corps at the California State University, 1991-92

Sixth Annual Report December, 1992

Introduction

The California State University (CSU) represents a proud tradition of public service. The CSU mission statement, adopted by the Board of Trustees in November 1985, specifically includes the following public service commitments.

- The mission of The California State University is ..To Provide public services that enrich the university and its communities.
- To accomplish its mission over time and under changing conditions, The California State University...Serves communities as educational, public service, cultural, and artistic centers in ways appropriate to individual campus locations and emphases.

As indicated in the latter statement, each of the twenty CSU campuses also includes commitment to public service in its own mission statement. An important underlying theme of the CSU commitment to public service is that it is an all-university responsibility—students, administration, faculty, and staff.

In response to the passage of Assembly Bill 1820, The California State University Human Corps Task Force was created in Fall 1986 to provide leadership and stimulate campus commitment to student volunteerism. The charge to the Task Force was to explore and recommend ways in which the California State University might increase community service learning experiences for students and impact on significant human and community needs. By Fall 1990, the Task Force had successfully completed its charge and was disbanded. California State University had made significant progress in the implementation of the Human Corps program both on a systemwide and individual campus level. Activities and programs are in place on all 20 CSU campuses and new methods of service continue to be explored and developed¹.

As part of the Human Corps legislation, the California State University is required to report its progress in Human Corps activities to the California Postsecondary Education Commission each year. This report reflects the efforts of the California State University during the 1991/92 academic year toward offering opportunities to students to serve

¹For the purposes of the Human Corps program, community service is defined by the California State University as all human and social service action, government service, and community service action provided by campus organizations, public or private community agencies or businesses that will nurture a sense of human community and social responsibility in our college students and contribute to the quality of life for individuals and groups in the community.

their community and toward increasing the rate of student participation in community service. Previous reports focused upon the following areas:

- courses with components of community service offered by the campuses;
- survey of agencies where students perform community service related volunteer work; insurance issues;
- lottery funding of student internships for community service,
- comprehensive survey (Student Needs and Priorities Survey) on the extent to which CSU students performed community service during the calendar year (over 15,000 students),
- systemwide activities, and
- brief descriptions of campus activities

The CSU report for 1990-91 focused on the activities and funding provisions of the individual campus. The current report updates campus activities for 1991-92. Since the passage of AB 1820, many exciting activities have been initiated and continue to mature. It is also important to emphasize the great diversity represented by the 20 CSU campuses. This diversity is based on many factors such as campus student body size, geographical location, student demographics, age of campus, interests of faculty, maturity of academic programs, uniqueness of academic programs, demographics of the surrounding campus community, and resource allocation priorities. All of these factors contribute to the various directions that have been followed by the campuses in addressing the intent AB 1820.

While a review of the campus summaries continues to highlight many exciting and innovative endeavors, the constraints imposed by limited budgets is an underlying and common thread. Campuses have utilized a wide range of approaches in pursuing their commitment to public service under a worsening budget climate.

Even with the tremendous obstacles imposed by continued budget cutbacks, the following updated descriptions of campus Human Corps activities demonstrate tremendous initiative in incorporating community and public service into the life of the university.

Description of Campus Activities

California State University, Bakersfield (CSUB)

Description of activities. The Human Corps continued to offer the variety of volunteer placements mentioned in previous year reports while focusing on those assignments which allowed students to interact with recipients of their efforts rather than performing administrative functions. Although AB 1820 established a goal of 100% student participation by June 1993, it is highly unlikely that, given the reductions in resources, this goal will be attained any time in the near future.

Fall 1991 In an attempt to raise funds to support Human Corps activity, a newspaper recycling project was implemented. A local supplier of bins donated a bin for campus collection, and a recycling business set up an account for persons to drop their papers off and credit the account. This program operated through the year, but was discontinued when the city established a recycling point at the campus late in the year.

Human Corps once again built a float for the local Christmas parade and was awarded second place in the Volunteer Division.

The Second Annual Volunteer Faire was hosted on campus by Human Corps. Attendance by local non-profit groups exceeded the previous year, and many felt that the Faire should continue due to the high visibility and interest it generates. Faculty and campus staff, as well as students, spent time learning about volunteer opportunities in the community.

In preparation for the holiday season, Human Corps was asked to assist in the promotion of several campus activities designed to provide food, clothing and personal services to the less fortunate. Several food drives and clothing drives were implemented by campus clubs, and one community organization (KCEOC).

Initial plans were developed for the Alternative Spring Break trip to the Navajo Reservation in Arizona.

Winter 1992 The Human Corps held its fourth Annual Food and Clothing Drive. Proceeds were given to the Golden Empire Gleaners and the Bethany Homeless Shelter.

A student was recruited by Human Corps to do an internship in the campus' personnel office. The student's responsibilities included writing a newsletter informing personnel of employment benefits as well as highlighting campus faculty and staff involved in community service. Human Corps paid for the printing of the monthly newsletter. The student earned academic credit for her internship.

Given the bleak financial outlook for Human Corps, a student was recruited to organize a referendum for the student ballot which would have increased student fees by \$1.00 each quarter, resulting in approximately \$15,000 per year to the program. Despite its endorsement by the Associated Students, the referendum failed by approximately 40 votes. This was due, in part, to the pending increase in student fees throughout the CSU system as well as another referendum on the ballot to support a campus radio station. That referendum failed also.

Finals plans were set for the Human Corps Coordinator to take 12 students to Arizona during Spring Break to rebuild a home on the Navajo reservation. Several donations were received (material, transportation, and food) from the campus and community to assist in the project.

A small grant was received from the Department of Education to explore the possibilities of Work Study students being placed in the community rather than on campus. While the community was highly receptive to the idea, the campus seemed less than enthusiastic. The grant funds were used to hire a student to perform the community assessment.

Several students once again participated in VITA, a program sponsored by IRS and the state Franchise Tax Board.

Spring 1992. Although funds were not available to host a Recognition Reception as in years past, a student was selected as Volunteer of the Year and an organization as Agency of the Year. Both recipients received a plaque honoring their accomplishments in community service.

Preparations were made for the closure of Human Corps due to the lack of financial resources. Organizations were notified and arrangements were made to store Human Corps materials.

National Youth Service Day was celebrated on campus for the first time. The Project Manager and several volunteers built signs for the campus to recognize volunteer contributions and participants.

Advertisements were placed in the last issue of the campus newspaper acknowledging the participants and supporters of Human Corps.

Annual. Student participation, for the most part, replicated previous year activity. However, the number of students increased to 331 and the total number of hours increased to 9,164 during 1991-92. Considering the reductions the program experienced, this was a sizable increase. Increased faculty involvement was partly responsible for the higher participation rate amongst students.

Funding. The funding level for Human Corps continued to diminish as the program entered its third and final year of ACTION support.

Action	\$ 4,998.00
Extended Studies Support	2,027.96
Work Study Assessment	1,899.82
Associated Students, Inc	700.00
Contributions (Champions)	760.00
Cooperative Educ. support	518.97
Campus In-King	15,466.50

In July, responsibility for Human Corps was moved from Extended Studies and placed under Dr. Jim George, Assistant Vice President. Two faculty from the Psychology Department, Drs. Cohen and Raupp, have assumed day-to-day responsibility for the program. The transition is near completion.

California State University, Chico (CSUC)

Description of activities. Student participation in Human Corps activities at California State University, Chico for the past year continues to be well supported by both academic and student managed organizations. The organizations involved in assisting students to become involved in community service activities are: Community Action Volunteers in Education (CAVE), the Office of Experiential Education, a variety of departmental internship programs, Educational Support Programs for Women (ESPW), Chico Legal Information Center (CLIC) and other student organizations (i.e. fraternities, clubs).

Currently, CAVE is offering 19 different programs that aid children, elderly, special populations as well as other community residents and agencies by utilizing student and community volunteers. What was once only the Tutorial Program now includes: Project Pals; Special Pals, Teen Opportunity Program; Classroom Aide, Sunny Acres, Sports Connection; Afterschool Activities, Whiskeytown Environmental School; Adopted Grandparents, Friendship Circle; Napa Program; Sonoma Program; Yountville Program; Esplanade Manor, Information Network; community Volunteer Connection, Volunteer Income Tax Assistance and the Adult Literacy Program. CAVE continues to stay open to the new programs that fall within the philosophy of its programming. This year CAVE was recognized by the Chico State Associated as being the "Most Outstanding Organization promoting University and Community Relations." This last year alone CAVE's 1,800 volunteers provided over 190,000 hours of service to 7,600+ clients. (This is a 10% volunteer participation growth rate from 1990-91).

Community Legal Information (CLIC) is a collective of legal information and referral programs entirely run by students and funded primarily through the Associated Students of California State University, Chico, with supervision and training from lawyer faculty advisors in the department of Political Science. This popular program was formed in 1970 to meet the needs of the community as well as to offer educational experience to paralegal and pre-law students. CLIC provides students with paralegal and advocacy training which enables them to make helpful community contacts, to learn skills in interviewing clients, researching, writing, and negotiating, and to provide opportunities to find out if law is really their interest.

The Office of Experiential Education and the 15 satellite departmental internship programs are the other major avenues for students to do community service work. The Office of Experiential Education is managed through the Center for Continuing Education and provides intern placement services to all students on campus. The office places students across the country and overseas in a variety of community service internships. The departmental internship programs offering a community service component are Geography, Health and Community Services, Political Science, Psychology, Social Work, Social Science, Communications, Physical Education, Education, Recreation and Parks Management, Civil Engineering, Construction Management, Music, Theater Arts, History, English, Latin American Studies and

Nursing. In the past year, of the 1900 interns, approximately 1200 were community service related.

Funding. CAVE is staffed by two full time professionals, a part time clerical assistant and 50 student volunteers. It received 80% of its funding from the Associated Student Activity Fee, 10% from United Way of Butte/Glenn Counties, 2% from the Chico Unified School District and 8% from fundraising and miscellaneous sources. CAVE has recently received notification of the acceptance of a two year grant (\$50,000) from the U.S. Department of Education for the Adult Literacy Program

The Office of Experiential Education is staffed by 2 full time professionals and 1 clerical person. The 15 departmental programs use varying formulas for releasing their faculty to manage their respective programs. All these internship programs receive their funding from the General Fund

The other programs, such as Educational Support Programs for Women, Chico Legal Information Center and fraternities and clubs continue to be actively involved in community projects. These programs are generally staffed by student volunteers and their funds are derived from the Associated Students and their own fund raising activities.

California State University, Dominguez Hills (CSUDH)

Description of activities. The Human Corps, at CSUDH, is offered as a class for credit through Cooperative Education. Students can register in CED 310 and CED 320s and receive up to 3 units of academic credit for participating in experiential learning activities. Students are placed in volunteer activities on campus as well as in the community

Each semester, since its inception, the number of students enrolled in the Human Corps class has increased. The current, Fall 92, semester's roster has seventeen (17) students. These students are truly experiencing "real" world activities. They are taking responsibility for keeping services alive that might otherwise have to be cut due to the terrible budget crisis.

The Human Corps Coordinator is able to continue facilitating the class because of a Community Empowerment Grant from the U. S. Department of Education Drug Free Schools and Communities programs, which contributes to the mission of experiential learning. These practical learning experiences include:

- The Student Literacy Corps, for which students are trained in the Art of Teaching Adults and placed in specific programs in the community to work with adults who have low reading competencies (U. S. Department of Education funding ends on 12/31/92)

- Coordinating the Women's Center, keeps space opened and monitored for use by clubs, study groups, and support group activities
- YMCA Youth Coordinator, works in an after school program, coordinating volunteers for tutoring, athletic activities, mentoring
- Rap Session Facilitator at a local Free Clinic, coordinates support groups for teenage mothers.

As a member of Campus Compact, CSUDH is working to provide students to act as leaders in the Youth Task Force Project with Rebuild L.A.

Students from the California Academy of Math Science, (CAMS) are working with the Human Corps Coordinator to develop a more active interaction process with the college students.

Additional funding is needed to continue all of these activities. Student evaluations indicate that experiential learning is a vital enhancement to classroom theory. With persistence and fiscal creativity, the Human Corps at CSUDH will continue and thrive

California State University, Fresno (CSUF)

Preface. The campus continues its commitment to enlist student volunteers in numbers that are reasonable given the resources available for the effort. The legislature intent, however, to reach the goal of 100% student participation by June, 1993 is not attainable given the limited financial and personnel resources allocated to the Human Corps initiatives. A presidential priority to work towards more interaction with the various communities and institutional constituencies breeds greater potential for community service. This positive institutional initiative coupled with greater demand for community service may build momentum towards the establishment of a permanent office with appropriate resources to carry out this important mandate in the immediate future

Description of activities. CSU, Fresno students have a wide range of volunteer possibilities when they sign up with the university's Human Corps campus project, Students for Community Service (SCS)

On campus. The Career Development and Employment Services Department recruits "student ambassadors" to assist with a variety of tasks and campuswide activities, such as Career Day and the Student Employment Job Fair. These volunteers also use their time and talent to promote the university to the general public and to employers who hire our students.

The Health Center offers volunteer opportunities through a Peer Health Connection. Volunteer workers deal with health issues that include, but are not limited to: leading

discussions, speaking to groups, designing and staffing information exhibits, publicizing these activities, and developing informational brochures.

Student volunteers working with the university's Upward Bound program provide academic assistance to high school students and assist with orientations to the university—both at high school sites and at the university. Volunteers also serve as peer counselors and participate in career and academic workshops.

Off campus: Education is one area where students made a difference. Student volunteers seek out tutoring positions in math, reading, or English. With the influx of Hmong, Asians, and other non-English speaking groups settling in Central California, SCS encourages volunteers who can tutor the English language and reading skills to these people. Agencies or institutions associated with SCS include, but are not limited to: Fresno Unified School District, Catholic Charities, Fresno Adult Literacy Council, Fresno Tomorrow, and the Library Literacy Program

Among the more than 30 agencies and institutions signed up with SCS, there are several hospitals and health care organizations, including: Epilepsy foundation of Central California, Nuestra Casa Recovery Home, Friendship Center for the Blind, California Association for the Physically Handicapped, Community Valley AIDS Team, National Multiple Sclerosis Society, Community Hospitals of Central California, and Circle K International.

Social service organizations include: Golden Valley Girl Scout Council, Volunteer Bureau, Big Brothers/Big Sisters, Fresno Rescue Mission, Poverello House, Fresno Amicus Program, and Comprehensive Youth Services

Covering the arts and cultural aspects of Fresno, as well as environmental groups, are: Arte Americas, National Hispanic Scholarship Funds, San Joaquin River Committee, Fresno Metropolitan Museum, and Channel 18 KVPT-TV

Other In addition to finding ongoing work for volunteers, SCS refers students to work at one-time events, such as blood drives, Passport Fresno, or preparing and serving meals to the homeless

Funding. The Career Development and Employment Services Department has solicited donations to carry out special volunteer activities. Other than these donated monies, few resources have been available for SCS. The supervision of the program is provided by the Associate Vice President assisted by staff in the Provost's office

California State University, Fullerton (CSUF)

Description of activities. The Human Corps volunteer clearinghouse, operated by our University Activities Center, continued to function and to increase its informational resources for potential student volunteers. More than 100 community agencies have

listed with the clearinghouse by providing information on volunteer opportunities. These listings are maintained on our Human Corps MAC computer which was donated to the program by Apple Corporation three years ago. In 1991-92, many individual students and representatives of student clubs and organizations were provided information about service opportunities in this way. This year, local volunteer agencies participated in Titan Welcome Week. Approximately 20 community agencies were involved in a resource fair which included non-profit service organizations, local businesses and student affairs departments.

Due to the lack of funding, the program received only limited attention by regular staff. One of our Activities Coordinators spends a portion of her time with the program. A Human Services intern (receiving field work credit) provided very necessary assistance again this year. This enabled the program to expand the scope of its efforts, particularly in the area of formal recognition of service activities carried out by students.

For the second time, a President's Community Service Recognition Reception was held in the spring. Thirty-three student clubs and organizations were recognized for their community service efforts. The President presided at the event and was assisted by the Vice President for Student Affairs. As a part of this event, those organizations which participated in the Saturn Award program were also recognized and cash awards given for the three most outstanding projects. The Saturn program recognizes those activities which utilize creative team effort in achieving results which benefit the community.

The Human Corps program again participated in the Fullerton Area Hunger Walk by routing the walk through the campus and providing a restroom and refreshment stop for the more than 300 participants. The Residence Hall Association took leadership for this event.

Various internships, fieldwork, and practicum classes benefiting the community continue to be provided by various academic departments.

The highlight of the community service contribution by CSU Fullerton students in 1991-92 was the national recognition received by the campus' Kaleidoscope Players production, "Say No, Max." The Kaleidoscope Players are 12 CSUF theater students who perform a touring play for children which stresses the importance of resisting peer pressure regarding drinking, smoking, and drug use. The players, directed by Theater professor Ronald Wood, presented 70 performances of the play to elementary school children in Orange County during the spring semester. Numerous local newspapers applauded the effort and the production was nominated for the campus Saturn Award. After the campus selection committee chose the Kaleidoscope Players production as the campus winner, the Saturn Motor Car Company transported the entire troupe to its Spring Hill, Tennessee headquarters where the play was performed for Saturn employees. The Players were selected as the 1992 National Saturn Outstanding Teamwork Award winner and presented with a check for \$5,000. The Saturn Corporation has featured the troupe in national magazine advertisements as a prime example of the power of team effort directed toward the public good.

Funding. Human Corps continues to be an "extra" due to very tight staffing in the Student Affairs division. Approximately one-fourth of a Student Services Professional II position is dedicated to supervision of the program. In specific dollars, this amounts to approximately \$9,000 per year. About \$750 of operating funds from the Activities Office and the Office of the Vice President for Student Affairs were dedicated to the Recognition Reception and other Human Corps events this year. A committee headed by the Associate Vice President for Student Affairs is currently reviewing various external grant opportunities for the 1993-94 year.

California State University, Hayward (CSUH)

Description of activities. Effective Winter Quarter, 1992, the Provost and Vice President, Academic Affairs assigned the Human Corps (Volunteer Service Program) responsibility to the Office of Instructional Services. The Volunteer Service Program is the Central Information and referral center for Human Corps Community Service opportunities. The program recruits and provides orientation and training sessions for students who elect to participate in the Human Corps Program. Students register with this office and their volunteer interest are matched with identified and recognized community needs. The Volunteer Service Program monitors and certifies completion of community service hours.

During the 1991-92 academic year, the Volunteer Service Program made contact with over 250 agencies and organizations. Approximately 210 of the agencies contacted have been qualified to participate in the California State University, Hayward Human Corps Program.

On-campus Recruiting and Promotion. The Volunteer Service Program (VSP) distributes brochures and flyers to students, faculty and staff with information on how to become involved in and the benefits of the Human Corps. VSP staff meet with Faculty and staff to promote the value of Community Volunteerism and encourage the support of Faculty and Staff in recruiting students to participate in Community Service activities.

In cooperation with Faculty and Staff, the Volunteer Service Program has developed several programs which serve as vehicles for community service and service learning activities.

Bay Area Homeless Project. Students involved in the Bay Area Homeless Project provide both direct and indirect service to homeless populations in the East Bay such as interviewing and assessing client problems, conducting research on available services for the homeless, organizing and participating in tutorials for homeless children, conducting post shelter followup, assisting homeless adults in job seeking activities by organizing resume writing and interview skills workshops.

Public Schools Tutoring and Mentoring Programs The objective of the Public Schools Tutoring and Mentoring Programs is to engage university students in tutoring and mentoring programs for students enrolled in K-12 schools in the California State University, Hayward service area. The programs are usually organized and conducted in cooperation with the school and district's Volunteer Program. The Hayward Unified School District, the Oakland Unified School District, and the New Haven Unified School District in partnership with California State University, Hayward formed the Mission Possible Tutoring, Mentoring and Technical Assistance Project as a school based community service - learn program. CSUH offers university level classes at various high school sites in the Partnership Districts. In addition to the Mission Possible Tutoring, Mentoring, and Technical Assistance project, California State University, Hayward students provide tutoring and technical assistance for K-12 students throughout the three partnership school districts. A major goal of this program is to extend its scope to cover all school districts in Alameda and Contra Costa counties.

The CSUH On-campus Tutoring and Mentoring Program. The goal of this program is to provide a Volunteer component to the California State University, Hayward Faculty/Student Mentoring Program. The Voluntary Component will provide peer tutoring and peer mentoring services to students who are not eligible to participate in but can benefit from the type of services offered by the Campus Faculty Student Mentoring Program. For example one purpose of the program is to provide tutoring services for ESL and limited English Speaking students who do not meet the criteria for underrepresented students classification

Community and Governmental Agency Support The Volunteer Service Program assigns student volunteers to assist a host of community based agencies that aid young, developmentally disabled, elderly, low income, and physically disabled people. The Volunteer Services Program also recruits volunteer student support for city and county agencies that are providing human services.

Student Organizations Student Service organizations developed and organized many community service projects during 1991-92. Students organized blood drives, fundraising for charities, food programs for the needy and the homeless as well as a number of other programs that were designed to meet human and social needs.

Integrated Academic Study and Community Services Activities Program There have been 59 Special Majors approved from Fall 1990 to the present. Nine have involved some form of service component. Five of these were internships and four were cooperative education experiences.

During 1991-92 the Department of Recreation and Community Education (RCE) fieldwork students completed approximately 100 volunteer hours with city, county, and community human services agencies and organizations. Interns in the department completed 250 volunteer community service hours.

Majors in the Department of Kinesiology and Physical Education perform diverse service functions, e.g., some assist with special programs such as Dance for Heart sponsored by the American Heart Association, some serve as volunteers at on-campus and off-campus sites for the special Olympics, some serve as interns with corporations in the greater Bay Area and some serve as volunteer coaches in community based youth sports programs. Student teachers in the fifth year credential program perform various volunteer services for public and private schools, e.g., they serve as coaches of interscholastic sports and serve as volunteers for other school sponsored functions.

The Department of Kinesiology and Physical Education hosts well over fifty events per year in its main gymnasium and on its outdoor athletic fields. Students volunteer their services to assist the department with the administration of these events, e.g., assist with hosting the California Interscholastic Federation high school basketball playoffs.

Over the past year, at least 65% of the majors in the Department of Marketing provided an average of 30 hours each of community service, usually in the form of student consulting for businesses and nonprofit organizations. There are about 400 marketing and marketing-related option students.

The Center for New Venture Alliance Program students provide at least 30-35 hours of community service by writing business plans and consulting for small businesses in the bay area. There were 50 students enrolled in this program.

The Center for New Venture Alliance also sponsors the Technology and Transfer and Commercialization Program. The purpose of the program is to teach people how to transfer Technologies from Federal labs, Military Contractors and suppliers, and related industries to the private sector for New Ventures, joint ventures, licensing, and business commercialization. Students in the program make presentations of their technology to Venture capitalist, corporations, and conference groups.

All marketing students are encouraged to serve their community and use their professional skill in experiential, real-world settings. The students embrace community service and understand its relevance. Most of the elective courses feature community projects.

There are about 75 courses offered on a regular basis by California State University, Hayward academic departments that involve students in service learning activities. These courses are offered in the forms of practica, fieldwork and internship experiences, and co-operative education.

Plans for Expanding The Human Corps Program The Volunteer Service Program Advisory Committee has voted to support the expansion of the Human Corps Program. The committee supports the development of additional courses that integrate academic study with community service. The committee members agreed that such courses should provide credit for the learning and the academic exercise derived as a result of

the service and not for the service. The committee also suggests that the courses be offered on a credit, non-credit basis.

Funding. As stated in last year's report, no campus funds are especially earmark to support community service activities. However some funding for two campus community services projects have been provided by two private foundations as follows:

1. William and Flora Hewlett and Walter S. Johnson Foundations
(1 year project with possibility of refunding) \$12,500.00
2. Oakland Redevelopment Agency through the Oakland Unified School district
Magnet Programs
(1 year funding with possibility of refunding) \$9,950.00

Humboldt State University (HSU)

Description of activities. Various Human Corps activities persisted at HSU, bolstered by Youth Educational Services receiving a grant from ACTION. Also important are the efforts of the Director for Student Activities and Leadership Development to integrate service-learning into clubs, the annual Leadership conference and speakers series, credit-bearing seminars and campus-wide student recognition.

Developing a Campus-wide Service Ethic. The Activities Coordinating Board sponsored two speakers that promoted the connection between leadership development and service-learning. Recognition for "Students Who Make a Difference" featured many students involved in community service: weekly profiles appeared in the campus newspaper. Yearly, the Al Elpusan Award recognizes the outstanding student activist.

Clearinghouse and Community Referrals. The ACTION grant supported staff to develop volunteer opportunities through local community service agencies that would match the interest of students in campus clubs. Twelve agencies became consistent sites. The clubs and activities office was the hub for an ongoing INTO THE STREETS publicity campaign. Some 136 students provided 1,560 hours of service. An advisory board was formed.

Campus Center for Appropriate Technology (CCAT). As well as operating a demonstration energy-efficient household, 70 students offered the community applied technology workshops, tours, biological research projects, and support for public interest work on energy and environmental policy.

Campus Recycling Project (CRP). Over 110 students volunteered to build bins and maintain regular collection; educate local school youth on hands-on strategies to reduce, recycle and reuse; and publicize methods of solid waste reduction to the community at large.

Humboldt Legal Center Students offered community members legal information on landlord tenant law, small claims issues, DUI penalties, and consumer law. There were 29 student volunteers who were also enrolled in a class designed to give them necessary information and referral skills, and monitor their responses for legal accuracy.

Youth Educational Services (Y.E.S.) In its 24th year, 404 student volunteers provided more than 34,000 hours of community service. Twelve ongoing programs, initiated and directed by student leaders, were joined by NO MEANS NO, a rape prevention effort. The programs focus on children living in low-income housing; teen parents; children failing in school; consumers of mental health services; youth at risk; children in afterschool programs, community members seeking information on environmental concerns and combatting social oppression; and Southeast Asian refugee families. As part of campus-wide leadership development, Y.E.S. uses community service as the means for students to gain the skills to become leaders in pluralistic society.

Academic Credit Some 90 courses regularly offered include opportunities for fieldwork or internships. Additionally, there are two courses offered in Leadership Studies specifically supporting community service involvement (for credit/no credit).

Funding. The Associated Students funded CCAT, CRP, the Humboldt Legal Center for a combined total of \$13,540 (only some of their services are Human Corps activities). Y.E.S. has one student affairs professional, and runs through grants, alumni fundraising and United Way contributions (\$41,000 external support) plus Associated Student funding of programs and operations (\$35,000). Some IRA funds support CCAT and YES for course-related activities.

California State University, Long Beach (CSULB)

Description of activities. California State University, Long Beach (CSULB) has been actively involved in the community since 1971, when the Educational Participation in communities (EPIC) program was founded. From that time on, CSULB has supported a centralized office to provide students with linkages to community agencies. The EPIC/Human Corps program enables students throughout the University to participate in community service via formal, supervised internships; referrals for club and organization service projects, and placement as individual volunteers. For cost effectiveness, the Human Corps program is integrated into the services of the Career Development Center within the Student Services Division.

CSULB Human Service Award An award of \$1,000 is available to a CSULB student for significant community service. Established in 1989, the President's Associates Human Service Award recognizes one student each year who has developed and implemented a specific program in response to a community need.

Academic Transcript Notation The EPIC/Human Corps office has the capability of placing a notation on a student's academic transcript which reflects that student's involvement in and service to his/her community while a student at CSULB.

Academic Credit Both lower and upper division elective credit is available to EPIC/Human Corps participants. Many academic courses at CSULB are of an internship/fieldwork nature and faculty in a variety of disciplines routinely include experiential community-related components in their courses.

ASI Community Service Commission The Associated Students, Inc. includes a Community Service Commission. This student commission works closely with the EPIC/Human Corps office to encourage and support community service activities on the part of students and student associations.

Annual Volunteer Fair Each year the CSULB Career Development Center sponsors "Reach Out Today", a volunteer fair which brings professionals from 30-40 community service organizations to the University for a one-day awareness and volunteer recruitment event.

Funding. The University provides limited, in-kind staff support to Human Corps activities by way of the Cooperative Education and Volunteer Services program of the Career Development Center. Specific funding for EPIC/Human Corps activities comes through an annual designation of monies from the Forty-Niner Shops, Inc., which is the organization that operates the campus bookstore and food service enterprises. The EPIC/Human Corps program received \$3,000 from that source in 1991-92.

California State University, Los Angeles (CSULA)

Description of activities. During the 1991-92 year, Cal State LA continued to provide its students with a wide range of academic and co-curricular activities all contributing toward broad based student involvement in public and community service. The University remains committed to promoting community and public service as an essential part of its overall educational mission.

Despite the continued loss (due to the budget crisis) of special Lottery funding earmarked for community service, the volume of student involvement activity remains substantial and, in fact, may be increasing in the aftermath of the L.A. civil disturbance. New alternative funding sources continue to be aggressively pursued.

Promotion of the service ethic continues through the involvement of students in a variety of settings, e.g., actual course work, volunteer work, student projects, paid work situations, and public service internships.

Course Credit. The latest data shows that 143 courses at Cal State LA involve students in service related learning activities. These courses are regular course offerings.

provided by their sponsoring departments as practicums, fieldwork courses, observation courses, student teaching, cooperative education, etc. Learning activity takes place both in the community and on campus. Most of these courses offer units that directly support a student's academic major.

Cal State LA also offers a special course specifically supporting community service involvement. The course, Community Service 395, is offered on a credit/no credit basis and is now being offered by 11 departments.

Volunteer Field Placements. The main vehicle for year-long promotion of volunteer and community service opportunities is the Educational Participation in Communities (EPIC) program. EPIC serves as a central clearinghouse of information on community involvement opportunities for students and serves as a conduit for community agencies seeking university volunteers. EPIC maintains listings on approximately 200 such community agencies each year. EPIC actively recruits student volunteers for public and community service year round.

Student Projects. Student service projects are organized and developed by many student organizations each year. These projects include fundraising for charities, sponsoring blood drives, assisting with Special Olympics or youth activities, etc. The variety, size, and scope of student projects can vary from a one-day activity involving large numbers of students to year round projects that involve smaller numbers of students but for longer periods of time, i.e. one full quarter or more.

Cal State LA's EPIC program also sponsors on-campus, student projects that include a summer youth employment program, mentoring and tutoring programs with local elementary schools, and an annual campus-wide holiday Toy and Food Drive. All projects are organized by students and involve year round planning and preparation.

Paid Work Opportunities. The primary vehicle allowing students paid work experiences in public and community service is the Community Service Learning program. Funded through the campus Work Study program and administered jointly through the Center for Career Planning and Placement and the EPIC office, this program is designed to allow financially needy students the opportunity to participate in service activity through employment as a work study student. This program assists students who might otherwise not be able to afford to "volunteer" time, but who nevertheless have the desire and interest.

Public Service Internships. The American Humanities program, the Roybal Gerontology program, the Associated Clinics, and the Pat Brown Institute for Public Policy, all offer internship opportunities for students in specialized career fields. Internships may be for unit credit, paid, or a combination of both. In addition, the CSULA School of Education involves all of its students in a regular program of student observation and student teaching as a required part of its academic program.

Funding. The cost of courses and faculty involved in community service related field and learning activities are covered through normal departmental budgetary allocations and project grants. Although no funds are specifically earmarked for "community service" per se, substantial support is provided indirectly to service oriented learning activity through the regular instructional program.

The EPIC program is specifically charged to promote community service involvement by students. Supported by the Center for Student Life, the EPIC program augments its university budget by actively soliciting external funding support through grants, contracts, and donations. The 1991-92 total for resources channeled into student community service activity is at least \$191,000.

California State University, Northridge

Description of activities. Human Corps activities at CSUN have been primarily supported by the Career Center. A half-time Human Corps Coordinator, with assistance from other members of the Career Center, has provided direct service to agencies and students interested in Human Corps involvement. A number of independent community service involvements continue to enjoy active student support unrelated to Human Corps.

The following support services were provided during the 1991-92 academic year by the Human Corps Coordinator and the Career Center

- The Career Library purchased reference books relating to community service. These publications are available to students, faculty, and other community members considering careers in community service.
- The Career Library was expanded with the development of 22 loose-leaf binders describing community service agencies in the metropolitan area.
- A permanent bulletin board space outside the Career Center was designated and maintained for Human Corps information.
- A vertical file cabinet was developed with files on more than 200 community service agencies offering involvement opportunities for CSUN students. The files were used by the Human Corps Coordinator for direct referrals to agencies.
- Direct referrals resulted in 59 confirmed community service placements by the Human Corps Coordinator.
- New student orientation programs included Human Corps presentations and distribution of Human Corps brochures.

- Classroom presentations about community service and Human Corps resources were presented to requesting faculty.
- Paid community service opportunities were listed along with other part-time employment openings in the self-referral employment services of the Career Center.
- The CSUN Human Corps Coordinating Council continued its schedule of regular meetings. Its membership includes students, faculty, community agency representatives, and student affairs professionals. The Council explores and promotes a variety of initiatives encouraging students' involvement in community service and advises the President

Funding. Human Corps at CSUN received limited funding from lottery monies until the 1990-91 academic year. For the past two years, the "Community Services Job Location and Development Program" of the College Work Study federal financial aid program furnished \$20,000 per year in administrative costs. This source of funding ended with the conclusion of the 1991-92 academic year.

Campus discussions hold promise for the transfer of administrative responsibility for Human Corps to the auxiliary budget of CSUN. The program is expected to reside in the University Student Union for 1992-93.

California State Polytechnic University, Pomona (CSPUP)

Description of activities. Human Corps activities included staffing, individual placements, group placements, riot relief and assistance, Into the Streets, and Human Race.

Staffing. Three undergraduate students were hired to work approximately 12 to 15 hours per week to coordinate recruitment of agencies, volunteer placement, marketing, and promotion of the program.

Individual Placement. Individual students and student organizations and clubs were interviewed by student staff and placed in a variety of community agencies. Thirty students were placed. Agencies receiving student volunteers were American Red Cross, Cal Poly Blood Drive Committee, Cal Poly Library, Baja Relief, Pomona Unified School District, California Conservation Corps, Crippled Children's Society, House of Ruth, Casa Colina, Project SISTER, Casa Colina Rehabilitation Hospital, Los Angeles Mission, Pomona Headstart, Questward Foundation, Cal Poly Language Institute, Hiesta House, West End YMCA, and White Cane Center for the Blind.

Group Placement. Student organizations contacted the Human Corps Volunteer Center seeking opportunities for group volunteering. There were 15 organizations that worked with the following agencies: Pomona Valley Hospital, City of Pomona Parks

and Recreation, National Collegiate Alcohol Awareness Week, First A M E. Church, Decker Elementary School, House of Ruth, Cal Poly Children's Center, L.A., Regional Food Bank, Human Race, Brotherhood Crusade, Pomona Unified School District, and American Cancer Society

Riot Relief and Assistance. Cal Poly, through the Human Corps program, provided several volunteer and community assistance efforts with the Cleanup Los Angeles and other relief efforts resulting from the 1992 Los Angeles civil disturbance. Approximately 50 students, staff, and faculty volunteered one day to the Brotherhood Crusades Program located at Manchester and Vermont. Fifty students from the College of Environmental Design adopted the Dunbar Hotel, a community low income housing program, to assess and coordinate neighborhood needs and assist in staffing the center. In addition, the University transported three truckloads of food and clothing to First A.M.E church in Los Angeles.

Into The Streets In November, the University participated in the National Into The Streets Program. There were three days of programs which consisted of a campus volunteer fair with 18 agencies represented and approximately 250 students receiving information on the various volunteer experiences available. Ten groups with a total of 120 people joined with participating agencies.

Human Race. Human Corps, in cooperation with the Office of Disabled Student Services, participated as an agency in the Pomona Valley Volunteer Center's annual fun run. Human Corps raised \$225.00 through sponsorships

Funding. Funding levels included \$5,600 allocated from the Associated Students, Inc. for operations of the Human Corps Volunteer Center; \$6,000 allocated for student staffing from the university; office space and professional staff advising were provided by the Office of Student Life, and \$1,000 was allocated by the Vice President for Student Affairs for volunteer efforts associated with the Riot Relief and Clean Up efforts.

California State University, Sacramento (CSUS)

Description of activities. This year our Student Activities Office acquired two interns from the CSUS School of Social Work to encourage participation in "Into the Streets," the national community service volunteer program. To date, Student Activities has been successful in arranging volunteer opportunities with. Safe Rides (campus safety program), University Recycling Center (environment), Service to Students with Disabilities (disabilities), Drug Prevention Education Program (substance abuse), Women's Studies (education on race and gender relations), ASI Children's Center (children and youth), National Youth Sports Program, Sacramento AIDS Foundation, YWCA Teen Parent Program, Salvation Army, Birthing Project and Saint Hope Academy (literacy).

In addition to the above, a CSUS study conducted this fall indicated that over 2200 students participated last year in volunteer, internship, and field study opportunities in over 100 different community service agencies in the greater Sacramento area. It is estimated that a large number of students are also involved with family, church, neighborhood, and social organization membership activities that are not included in the figures above.

This year, there are plans to modify the Career and Testing Center's Voice Mail Job listing service allowing all students to have access to all the community service opportunities via a touch-tone telephone, 24 hours per day. Once this program is placed into service, even more detailed Human Corps participation numbers will be available.

Funding. Although no campus funds were designated for Human Corps or community service activities, small portions of one professional staff position in both the Student Activities Office and the Career and Testing Center were devoted to coordinating this campus effort this year.

California State University, San Bernardino (CSUSB)

Description of activities. The full implementation of the California Human Corps at California State University, San Bernardino continues to remain a priority in spite of the difficulties presented by the sustained budgetary challenges of the State. In order to make progress in fulfilling the spirit of AB 1820, the following activities have been implemented.

Community Service Clearinghouse Opportunities for students to serve in numerous roles in public service organizations are collected and posted by the Student Life office. Positions that are promoted through this program must meet the following criteria: the position must be primarily paraprofessional in nature, involve a commitment of at least 50 hours of service and be supervised by a full-time agency staff person. Organizations that have taken advantage of this program include the United Way, local school districts, rape crisis centers and various senior service programs.

Academic Courses A large percentage of the students involved in service activities participate through courses that require such service as an integral part of the learning process. Currently, 45 undergraduate and all graduate courses of study offer academic credit along with a service requirement. Each of these courses are designed around the service/learning concepts that are spelled out in the Human Corps legislation. Additionally, internship and independent study courses allow students to continue their involvement in service/learning. Currently 21 departments offer internship courses which may involve community service components, depending on the type of internship setting selected by the student.

Student Organizations Fifteen student organizations have been systematically involved in on-going community service activities. Nine fraternities and sororities, the Accounting Association, Future Teachers Club, Black Student Union, Latino Business Student Association, Low Income Support Network and the Hispanic Women's Council have established continuing programs of volunteerism within the local community. Each of these efforts include documentation of work performed, hours volunteered and evaluation of services rendered.

Service/Learning. Applied Research. In the summer of 1991, six members of the faculty and administration participated in the Institute on Service/Learning sponsored by the Campus Compact held at Stanford University. The result of this Institute was the development of a plan to promote the concept of service/learning on a campus-wide basis through extensive faculty involvement. Throughout the 1991/92 academic year, meetings were held with academic administrators and teaching faculty to promote the concept of joining service/learning with applied research. Numerous existing efforts in this area were identified, and ways to replicate such endeavors were promoted to the academic deans. It is believed that these efforts will yield significant results in the coming years.

Funding. Without question, the bleakest aspect of Human Corps implementation revolves around funding constraints. Staffing and support resources have been reduced each of the last three years due to the withdrawal of lottery funds and the continuing reductions in State baselines. External funding sources for Service/Learning are currently being sought.

San Diego State University (SDSU)

Description of activities. Student participation in community service programs which meet the criteria of the Human Corps legislation increased modestly this past year as a result of service specific courses added to the curriculum and a growing commitment by clubs and organizations to become involved in service projects. As noted in past reports, it appears that approximately one-third of the student body is known to have volunteered as a direct result of their affiliation with the campus. It is estimated from campus surveys that this figure is in excess of eighty percent if family, church, neighborhood and social organization membership activities are included.

This increase in participation, however, does not seem to be the result of the Human Corps program. Rather, San Diego State University has a high degree of visibility in the community and has enjoyed a long history of community service as part of its social and teaching mission. The current greater enthusiasm appears to mirror national trends toward volunteering and a changing national social awareness in terms of the renewed interest of citizens in sustaining a responsive community environment.

Since non-academic volunteering at SDSU remains under the supervision of the Associated Students and the Campus-Y, known as the Community Service Network

(CSN), this element of the total campus volunteering program will continue to be limited in its scope, funding and depth. For the 1991-92 year the CSN suffered from a difficulty in attracting and retaining students who could manage the program and develop continuity for community/campus interaction. Funding of the CSN remains at a very modest level for postage, phones and materials. This money comes from the Associated Students, who also make office space available to the CSN. Advising and community social service agency coordination is offered by the Campus-Y on a limited basis. Unfortunately, virtually all of the community service projects, and events of a unique or major scale, are the result of student organization efforts, residence hall activities or class related events. This situation is not expected to change until, and unless, the Human Corps concept receives funding to assume the role of a campus-wide coordinative agency.

As noted in previous reports, specific information about every course which provides some option for Human Corps type service is unobtainable. Given the present budget reductions, heavy workloads and the continued lack of funding to supervise a Human Corps program there exists an understandable reluctance on the part of faculty, department chairs, and Deans to devote the time and energy necessary to keep such records in relation to other duties. This reluctance is not without good reason. In some departments, such as Communicative Disorders, Health Science, Nursing, Public Health and Social Work, for example, virtually all undergraduate and graduate students participate community service as part of their student training and academic requirements. There are probably numerous unreported service programs in these disciplines, and others, simply because no line item staff exist to attend solely to this task. A review of all the community internships, clinical practicums, and field placement courses noted in the General Catalog for graduate and undergraduate students, which in the absence of faculty responses is the most accurate minimal indicator of departmental activity, identifies 127 designated courses. The exact number of multiple sections differs from semester to semester and with many of the courses and sections being offered during both semesters of the academic year. It is estimated that well over 250 academically related opportunities exist yearly for direct community service involvement from this easily identified population of courses. This figure, however, is subject to change given the current funding difficulties imposed upon the campus.

Funding. At present, the Community Service Network is funded in part by the Associated Students (postage, phone, materials and office) and occasional community donations. The Campus-Y provides the supervision and assistance in community agency communication. Courses related to community service themes are funded by the State of California and supervised by the respective academic department.

San Francisco State University (SFSU)

Introduction. San Francisco State University is pleased to report that despite growing budget constraints, all SFSU Human Corps programs, operations and administrative personnel reported as functioning in the 1990-91 Human Corps report to the CSU continued to exist and effectively serve the needs of the on and off-campus communities in the 1991-92 school year. Even more remarkable, service programs and student participation continues to increase at SFSU. The highly stable foundation for SFSU Human Corps activity is directly attributable to the ability of this campus, under leadership from the President, Robert Corrigan; the Vice President for Academic Affairs, Marilyn Boxer; the Dean of Undergraduate Studies, Erwin Seibel; the SFSU Academic Senate under its Chair, Gail Whitaker, and many others, to have cooperatively established University priorities in the face of severe budget cutbacks which allowed for the maintenance of programs simultaneously contributing to the academic and community service mission of SFSU as well as to its historical character as an urban university

Three other factors also contributed heavily to the vitality of SFSU's community service activity in the 1991-92 school year: (1) The unwavering commitment of countless individuals from all populations of this commuter campus, students, faculty, staff, and administration to "improve the quality of life" of its on- and off-campus communities; (2) the sustained growth of the Community Involvement Center, the academically-based, campus-wide, largely student-administered SFSU vehicle for student participation in the Human Corps, and (3) the emergence of the SFSU Urban Institute under the leadership of Brian Murphy, SFSU Director of External Affairs.

It is essential to note, that despite the failure of the State of California and the California State University to provide significant and sustained funding for Human Corps efforts, the action of California State Assemblyman John Vasconcellos, the California State Legislature, and the CSU system to have established the Human Corps concept as an educational and social imperative has tangibly contributed to the ability of San Francisco State University to justify and sustain its historically strong commitment to community involvement.

The Human Corps operations of SFSU have experienced severe budget cutbacks. But in protecting the basic programs and basic personnel involved in community service efforts and continuing to base the Human Corps in the academic mission of the University, SFSU has preserved its Human Corps activity, albeit with less operating funds, less financial compensation for students, and a holding of the line on physical expansion, even in the face of growing student participation. The most salient effect of the budget cutbacks in terms of this report has been the inability to conduct an adequate review of Human Corps-related activity across campus in order to provide hard, statistical data. We only have specific data observable by the work of the Community Involvement Center itself which services as the hub, but is not the whole picture of the service activity of our entire university population. Brief reference to the larger community-oriented work throughout the campus is included in this year's report to

give a more realistic view of SFSU's campus-wide resonance with the Human Corps principle

Description of activities. In the 1991-92 school year, the Community Involvement Center (CIC), in cooperation with the SFSU Career Center, continued to provide referral/reference services to an average of fifty students daily who used CIC's Resource Center of 3,000 volunteer placement sites throughout the San Francisco Bay Area and the Career Center's telephone hot line of current human service work opportunities. The CIC Resource Center served as a clearinghouse for community needs by providing the literature published by service agencies free of charge to students as well as by reviewing and publishing formal volunteer job listings. Direct student-to-student advising by trained CIC staff members was provided to some 10% of the students who inquired about service opportunities. All faculty and university programs, offering a wide range of incentives and avenues for service work, benefited from the centralized CIC Resource Center.

Through CIC, the Human Corps supplemented the academic, department-administered, degree-based fieldwork programs (with their specific pre-selected field sites) with an interdisciplinary, and interagency student-selected service learning program centered primarily on such individualized student incentives as personal satisfaction, social concern actualization, career and degree exploration, resume-enhancement, and the basic volunteer spirit. Academic credit was given to 700 students whose performance and service environment was geared toward the acquisition and verification of CIC's Professional Development Program which prepared them for work in the human services and/or provided them with transferable skills related to the values of life-long civic service. Through the Professional Development Program 50 students were trained in teaching and supervisory skills which integrate the values and educational philosophy of service-learning.

Through Project re-Call CIC was able to link critical, specialized community needs on a request by request basis, with specific student availability and motivation. Project re-Search continued to develop new placement sites for students emphasizing the needs of culturally diverse populations. Student-to-student classroom presentations supplemented with on-campus visits by community agency representatives continued through CIC's re-Present project. Project re-Solve continued to focus intensively on critical problems such as Homelessness and AIDS. Academically-based focus seminar groups brought students together who provided services to the same population for mutual support and problem solving.

Among the new services provided by CIC's academic Volunteer Internship Program and the University-Community Action Network, the university-wide umbrella for the Human Corps, was direct, face-to-face consultation with community-based volunteer coordinators and supervisors needing assistance in working effectively with university student volunteers. The first edition of the student-written and published CIC newsletter on student volunteering, titled re-ACTION, was distributed to two thousand persons on campus.

Placement sites for Human Corps students ranged across the following spectrum: Animals, Art, Children & Youth, General Community Center activities, Crisis Intervention, Education, Environment, Homelessness, Legal and Human Rights, Physical and Mental Health, Recreation, Rehabilitation, and Seniors. CIC alone placed its 700 academic interns in over 300 separate agencies throughout the Bay Area and a growing number of students reported obtaining volunteer positions through the Resource Center referral service. Tracking the precise number of students who performed service as a result of CIC campus education, publicity, and referral services, but did so independent of CIC's own academic program was impossible in the absence of adequate funding.

Additional, notable and highly innovative SFSU activity falling into the scope of the Human Corps mandate were focused about the emergence of the San Francisco Urban Institute, a SFSU community-based project established to bring the technical, research and policy development skills of San Francisco State's talented and diverse faculty and students to directly impact the social and economic problems of the City of San Francisco. In confluence with the Human Corps model of bringing university and community leaders together to mutually identify and cooperatively develop the resources to address community problems, the development of the San Francisco Urban Institute has also followed in the tradition of the land-grant universities to apply the intellectual resources of its university to these problems. In the 1991-92 school year, the developing San Francisco Urban Institute provided support, encouragement, and direction to much of the work of the following SFSU programs serving as vehicles for Human Corps activity in the 1991-92 school year the Public Research Institute provided service opportunities for students performing research, consultation and training to community groups and nonprofit organizations, business and government agencies SFSU's Step to College program identified and provided support for at-risk, minority high school youth to sustain and actualize their interest in a college education, providing special services which facilitated their entry into and success in college. SFSUnet, a highly innovative and technologically advanced computer conferencing system was the vehicle for SFSU students to provide on-site-training and technical assistance to community agencies and university programs needing to connect with each other to solve address policy issues regarding the homeless problem and to directly address the needs of homeless clients The Bay Area Homelessness Program involved scores of students in addressing the needs persons, performing work ranging from direct relief in city shelters, to providing direct assistance in job acquisition through resume writing consultation, to policy and program development consultations with homeless agencies.

Funding. In direct support of the Human Corps in 1991-92, SFSU provided its Community Involvement Center with .70 faculty time, 2.60 staff time, \$18,000 Work-Study funds, and \$24,000 in student assistant funds. A modest amount of general operating expense funds was supplemented with on-and-off-campus fund raising efforts, and shared grant projects, altogether totaling an additional \$12,000 Overall support for the Human Corps at SFSU continues to be provided by a combination of

academically supported programs and private donations, corporate grants, and philanthropic foundation support

San Jose State University (SJSU)

Description of activities. The Human Corps on the San Jose State University campus is principally represented through the undergraduate course, Community Concepts 157 (CC 157)

Community Concepts 157 is currently offered in eleven departments (Administration of Justice, African-American Studies, Art and Design, Counselor Education, English, Mexican-American Studies, Nursing, Recreation and Leisure Studies, Social Work, Sociology, Teacher Education). Gerontology and Engineering will be offering the course in their department beginning Spring 1993.

The course combines community service with scholarly reflection. The goal of the course is to enrich students understanding of themselves as citizens in an emerging multicultural democracy. The course is approved for the undergraduate distribution requirements in the areas of cultural pluralism and Social Science

Students are required to spend five hours per week volunteering at a supervised community site. Currently, our sites provide work with recently arrived refugees, teen-age single parents, adult literacy students, elementary and secondary at risk-students, the homeless, low-income patients at a county hospital, and peer support for SJSU students from underrepresented groups.

In addition to the five hours volunteering, students spend one hour per week discussing reflection of their work with their community site supervisor. Students also attend large group classes designed to increase their understanding of themselves, of the social problems they encounter in their community work, and in the difficulties and importance of creating a multicultural democracy. They are given a Reader which contains a collection of articles selected for these purposes

Community Concepts 157 is taught by an interdisciplinary faculty. An additional cross-disciplinary factor is that students come from all colleges within the university and their diverse points of view also contribute to the variety of perspectives

In addition, because they volunteer at different community institutions, they have an opportunity to comprehend the different factors that influence social problems. During the large class discussions, it is common for one student to say, for example, "I am a history major, and I think that this particular group is

acting in this way because of their history." Then another student, who might come from the College of Education, interprets the same reaction as a result of person's lack of educational opportunity, while a nursing student sees the behavior in terms of health and nutritional factors

Students who are working with refugees see the immigrant experience, students working at the hospital see how being poor and without health insurance influences people's behavior, those in the adult literacy program see another important aspect of cultural difference, and so it goes.

The participation of the community site coordinators, who are professionals in different social agencies, also increases the diverse perspective of the course.

When students come to class and present what they have witnessed and their points of view about it they might find that other students agree with them. But they also find that others disagree. By learning to examine their own values more honestly, they begin to see how different, but valid social points of view are common to a multicultural democracy. Hopefully, they learn to become more accepting of others.

The course is designed to connect what is learned at the academy with the real world, and this is what students experience. The method of the class is to put students into real community situations, to get them involved with the social issues there, and with the people who are affected by them. Then through self examination, discussions with peers and professionals at their volunteer site, talking with their university peers who are volunteering at other sites, and through reading and writing, students learn about the problems and hopes of a multicultural democracy

Funding. The funding of the Human Corps was reduced in 1991 to .5 coordination time from the University. In addition, two departments, Social Work and English, offered a .2 FTEF because they have incorporated CC 157 into their requirements.

As the course grows in the number of students, the number of departments offering the course, and amount of sites and site supervisors that are needed to provide community service there has been a great strain on the faculty. We now have 146 students, a number large enough to warrant further funding. It has become difficult to continue with the high level of teaching. The College of Education has offered a 2 FTEF for the fall 1992 semester to help with instruction.

Fortunately, the department of Gerontology has, with the director of Human Corps, been successful in receiving a competitive grant which will provide an additional .2 FTEF

However, while the numbers of students are continuing to grow, there is no money for office supplies, telephone, faculty development, etc.

California Polytechnic State University, San Luis Obispo

Description of activities. During 1991-92, Cal Poly, San Luis Obispo continued to provide a comprehensive and broadbased community service program. The year's focus was one of strengthening existing programs rather than launching new initiatives

Volunteer. Student-Run Service Organizations. Year end reports indicate that student groups contributed over 30,000 hours of volunteer service. Cal Poly now has four student organizations whose primary purpose is service.

- Over 300 students participated in Student Community Services (SCS) eleven service projects. PALS, Youth Education, Child Abuse Prevention, Senior Services, Outreach (to develop mentally disabled individuals), Beyond Shelter (homeless shelter), Literacy (teaching adults), Students on Call (meeting one-time requests for help), Environmental Council, Network (each residence hall "adopts" an agency and participates in skip-a-meals to benefit agencies), and Special Events (Holiday Sharing Drive, Community EXPO). A SCS highlight was the successful pursuit of grants for the 1992-93 Poly Pals Project from United Way and S.L.O.
- Circle K continued its strong tradition of sponsoring an average of two community service projects each week generating over 1,000 hours of direct service.
- Delta Sigma Theta, a public service sorority, has funded emergency cards for the Women's Shelter, served food at the homeless shelter, and conducted a clothing and food drive to benefit the Los Angeles Relief Coalition.
- Alpha Phi Omega national service fraternity (co-ed) was chartered with a membership of more than 100 students

Additionally, at least twenty per cent of all academic and special interest clubs have provided service or conducted fund-raisers to benefit local nonprofits

Service-Learning Programs and Activities. The following academic programs continued to conduct outstanding service efforts through their respective internship programs and senior projects: City and Regional Planning, Construction Management, Mechanical Engineering, Political Science, Psychology and Human Development, Recreation Administration, and Social Sciences. These seven departments alone generate over 10,000 hours of service annually

A major boost for service learning came in the form of recognition of the Community Connection as an Instructionally Related Activity. The Connection is the campus clearinghouse of information about service opportunities. Students use it to identify service-oriented internships and senior projects. Its recognition as an IRA program "institutionalizes" it and provides a stable funding base.

Serving While Earning. The Federally-funded Community Service Learning Program, an off-shoot of the Federal Work Study program, was launched. Students were placed in positions related to their majors with nonprofit and governmental agencies that serve low income people. Placements included the Housing Authority, Special Olympics, the Department of Social Services and ESL programs at area elementary schools.

Recognition Programs. Cal Poly continues to provide notations on official University transcripts to interested students who contribute a minimum of 120 hours of service to the off campus community while enrolled at the University. At spring commencement, one graduate from each of six colleges is recognized for "Outstanding Service to the Community." For the eighth year, two individuals students and one campus club were selected to receive the Cal Poly "President's Award" and the General Motors "Spirit Award" in recognition of their outstanding records of community service. Recipients were honored at a luncheon and received plaques and shares of G.M. stock.

The "Faculty Distinguished Service Learning Award" was presented to faculty member Hal Johnston of the Construction Management department for his outstanding work linking senior projects with community needs.

Communications.

- Quarterly "U Can Make a Difference" community service newsletters were mailed to over 350 student leaders as well as faculty and staff who are interested in service-learning.
- Surveys of faculty and staff community service were undertaken by the Human Corps Advisory Committee. From information gathered, a directory of faculty and staff who are willing to discuss with students the community organizations they support was created.

Major New Endeavors.

- Cal Poly in cooperation with Cuesta College and the California Conservation Corps have received over \$26,000 from the National and Community Service Act to assist residents of public housing units.

Federal funds will help provide enhancement of facilities as well as programs and services for the children who live there.

- Cal Poly and the California Conservation Corps led in the creation of the Contra Coast Community Service Partnership, a group committed to working together to meet community needs and to avoid duplication of effort. In addition to Cal Poly, the Partnership includes Cuesta Community College, the California Conservation Corps, United Way, RSVP, PG & E's community service program, the County Superintendent of Schools, the Private Industry Council, and the Economic Opportunity Commission

With the assistance of Cal Poly's Financial Aid Office, a grant of \$17,000 was obtained to fund a half-time program coordinator. The Financial Aid Office also set aside \$38,000 (the maximum amount allowed under Federal guidelines) to fund students employed in this program.

Funding. Resources supporting student community service programs were provided by both the Academic Affairs and Student Affairs Divisions as well as by the Associated Students, Inc. and the City of San Luis Obispo.

The Student Life and Activities Department provided a staff member who served as the campus Human Corps Coordinator, advised thirteen service projects and groups, managed the Community Connection, wrote the "Partners in Serving" grant, and supervised the Community Service Learning work study program. The Department also provided space in the University Union to create a community service "focal point" which houses the student service organizations and the Community Connection.

Grants included \$17,000 in Federal funds for a half-time coordinator of the community Service Learning work study program and \$500 from San Luis Obispo for Poly Pals.

The Associated Students budgeted \$6,500 to Student Community Services.

Both the Academic Affairs and Students Affairs Divisions provided \$2,000 to support the Community Connection service senior project effort.

California State University, San Marcos (CSUSM)

Description of activities. Students, faculty and staff at CSU, San Marcos contribute collectively and individually to the campus' strong commitment to public service. All concerned are committed to the principles of the Human Corps concept. Our overall efforts are increasing towards the achievement of Human Corps objectives.

CSU, San Marcos' Mission Statement pledges the campus to ensuring that our students will "contribute to public services that enrich the local and international community."

Some of the efforts which reflect the commitment of CSUSM to the important objective of the Human Corps Programs are as follows:

- **Service Learning Courses** In 1991-92, CSUSM offered both internship and field experience courses in which 435 students participated. Assuming no student enrolled in more than one internship/field experience, this represents 38% of our student body and 11.3% of total instructional hours. In spring 1992 the campus received a grant entitled "Service-Learning as a Degree Requirement: Setting a Life Pattern for Giving Back to the community" from the Commission on National and Community Service under the Higher Education Innovative Projects Program. The grant provides \$26,561 which will be matched with \$47,021 from state, local, and private sources
- **Food drives and holiday family support drives** were organized by CSUSM staff members and adopted by the Associated students on a permanent basis. Student sponsors held drives, served as tutors, in-class aids, and assistants in Active Students for Kids (ASK), an after-school program at San Marcos Elementary School to encourage at-risk students to stay in school. Faculty and staff members volunteer their time to serve on Boards of Directors for many private non-profit organizations including United Way, The EYE Social Service Organization, the Boys and Girls Club of San Marcos and Vista, and The BECA Foundation
- **Three groups of sociology majors** (35 in total) have participated in the Community Service internship in which students serve eight to ten hours per week in an agency serving some specific need of the San Diego community. This community service function of the sociology major not only serves as one of the core features of its curriculum, but fulfills a part of the mission of the University by providing service to the community while enabling students to develop and exercise civic responsibility.
- **In 1990, Itoman and Company**, a trading company specializing in foodstuff, clothing, metals, and real estate announced a ten-year funding commitment at \$50,000 annually for CSU, San Marcos to establish an annual international event promoting the understanding of other cultures. The second annual CSU, San Marcos International Festival, held on October 4, 1992, focused on the diversity of our community through entertainment, foods, crafts, dress and our people. The Festival was a gift to the community by the campus. Over 8000 people attended this event,

with representation from CSU, San Marcos faculty, staff, students and the surrounding community.

- CSU, San Marcos has been awarded a \$375,000 grant from the National Science Foundation to support the next three summer and academic year's activities for the "Middle School Mathematics and Science at San Marcos Program." This is a state-of-the-art mathematics and science enrichment program, with the goal of improving minority student's knowledge, confidence and success in both mathematics and science.

Sonoma State University (SSU)

Description of activities. The Human Corps program at Sonoma State University exists as a program area in the Career Development Center in the Student Affairs Division and is staffed by a quarter-time Student Services Professional III (Coordinator, Human Corps) who also provides direct career development services in the form of career counseling and workshops.

The coordinator's position was reduced to quarter-time this year from a half-time position the previous year. The coordinator serves as the administrative member of the Community Service Committee of the Associated Students and works closely with the student leadership and with student clubs, Greek organizations, and individual students expressing interest in community work.

Human Corps emphasizes short-term, non-academic credit bearing volunteer opportunities along with credit bearing Community Involvement Program and Internship opportunities. The following excerpt from the 1991-92 Annual Report of the Career Development Center highlights the Human Corps activities at Sonoma State University. The highlights appear as goal statements with brief descriptions of activities.

Goal. Increase student awareness of community service opportunities and support and encourage students involved in volunteering. There was a combined effort of reaching out to student clubs and non-clubs/organizations through presentations to clubs, fraternities, sororities, and the A.S. Board of Directors. Letters were sent to Human Corps student participants informing them of upcoming activities such as the Community Service Fair, Christmas Party for low-income children, etc. Articles and ads appeared in the STAR publicizing events and the Community Service Fair provided students with volunteer opportunities. The majority of SSU students were exposed to the Human Corps program in this manner.

Goal: Increase faculty awareness of Human Corps activities. Announcements of special community service activities were made in classrooms by the CDC professional staff and student assistants. Copies of volunteer opportunities

germane to specific majors were sent to appropriate departments. Also, a flier advertising the Human Race was sent to all academic departments.

Goal: Work with the A.S. on community service projects through their Community Service Committee. A workshop presented at the Student Leadership VIII retreat helped to set the theme for some of the A.S. goal setting which followed. Through the A.S. Community Services Committee (Human Corps Coordinator was a member), such events as the Christmas Party and Easter Egg Hunt for children was accomplished and were notable highlights for the year.

Goal: Develop and coordinate a Community Service Fair. A Community Service Fair was held in October. Twelve agencies from environmental, social, and educational agencies attended and generated new volunteer and Community Involvement Program opportunities for SSU students.

Goal: Increase awareness of Human Corps within the Residence Halls. Announcements at RSA meetings, flier and posters throughout the Residence Life complex, information tables, and enjoyable opportunities (Human Race) all contributed to a very ambitious publicity campaign in the Residence Life area.

Special Accomplishments: The Associated Students and Human Corps sponsored a Christmas Party for children from local schools and the Migrant Education Program. Approximately 100 children (with their parents and teachers) visited the campus for the day's festivities, which included piñatas, Santa Claus, and a Mariachi band. The event was a major success, and, with sufficient staff and student support, should become an annual event.

The annual Easter Egg Hunt for low-income children was expanded to include additional schools and student organizations. Campus and community organizations donated time, food, and gifts to approximately 100 children from the surrounding community. This activity was co-sponsored by the Associated Students and Human Corps.

Funding. Total funding, all from the General Fund, amounted to \$7,042.50. This includes costs for a quarter-time SSPIII position for the academic year, student assistants, and supplies/services. There was an additional \$1,200.00 allocation from the Associated Students for publicity of the events.

The funding for the position was discontinued for the '92-93 academic year.

California State University, Stanislaus (CSUS)

Description of activities. The Community Service Program (CSP), which is the brainchild of the Human Corps legislation, provides an outlet for students to enhance their education experience. The CSP offers volunteer opportunities in the local community, such as volunteer faires, delivering food to the hungry, and helping various cultural groups become familiar with, and adaptive to, American society. CSU, Stanislaus is involved in on-campus, as well as off-campus projects, such as the Health Speakers' Bureau, which provides speakers on various topics that are relevant to today's college student, and the Canned Food Drive, which is largely overseen by one of our clubs, the Hunger Network.

The CSP is continually developing new program ideas, two of which are: A joint CSUS/Turlock City Schools project which would include classroom assistance, tutoring, and one-on-one projects (similar to Big Brother/Sister); and Project Sharing, an end-of-the year clothing and used item 'drive' to help the homeless and low-income families.

In addition to the programs described above, several special events are sponsored each year: a Volunteer Faire, Good Neighbor Day, Into the Streets, Peer Escort, and a Celebration of Community Service.

Volunteer Faire. This event, which takes place in the fall semester (but which may expand to fall and spring), provides an opportunity for local agencies, schools, and health care facilities to come on campus and encourage students to donate their time and talents. The CSP serves as a conduit between the student and agency. Response to the Volunteer Faire has been positive, with 35 - 40 agencies participating each year. In the future, a more determined effort will be made in soliciting corporate sponsorships and increasing awareness.

Good Neighbor Day. One of the highlights of Community Service Program, Good Neighbor Day, brings together students, faculty, administration, and community leaders to work as an organized body in order to assist public service agencies. Students, staff, and faculty gather on a Saturday morning for an opening ceremony, and then travel to various work locations. This is a one-day service opportunity, and participants are invited to sign up for an extended commitment.

Into the Streets. An innovative program, nationally sponsored by the Kellogg Corporation, Into the Streets (ITS) was developed at the University of Minnesota as part of their Campus Outreach Opportunity League (C.O.O.L.). They provide materials, advice, and publicity to assist our campus in the marketing of the volunteer experience.

Peer Escort. In response to a concern for safety on our university campus, the Associated Students, Department of Public Safety, and Theta Chi fraternity have

coordinated a long-term effort to ensure safety. The ASI provides funding and support staff. Department of Public Safety provides professional training, so that they can escort students to their vehicles after late-night classes.

Celebration of Community Service. This is an end-of-the-year ceremony for student leaders, clubs, administration, and local agencies to honor those who have served with and for the university and the community at large. Appropriate awards are given, and thanks are extended to all participants.

Funding. The Community Service Program and Human Corps activities are funded entirely by Associated Students, Inc. student fees. In the past, funds have come from Instructionally-Related Activities (IRA), and administrative support. The CSP is continually seeking additional funding sources, such as in-kind contributions and corporate sponsorships.

HUMAN CORPS AT THE UNIVERSITY OF CALIFORNIA

Fifth Annual Report
October, 1991

Human Corps at the University of California was created in 1987 with the passage of Assembly Bill 1820 by the California Legislature. The intent of this program is to "provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity." Though not required, full-time students are strongly encouraged to participate in Human Corps by contributing an average of 30 hours of community service in each academic year. In addition, the University is directed to develop flexible programs that permit the "widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations."

This report constitutes the fifth in a series submitted by the University of California to the California Postsecondary Education Commission (CPEC). As directed by statute, CPEC must report annually on the progress of the University of California and California State University regarding their Human Corps efforts. Previous University reports to CPEC have detailed discussions of the central planning group, reviewed the development of campus advisory committees, outlined implementation strategies, highlighted program budgets, summarized campus efforts, and provided an analysis of University student participation rates in community service programs. This report will review Universitywide and campus Human Corps activities during the 1990-91 academic year, including: 1) a description of Office of the President support for campus Human Corps programs; 2) a summary of Human Corps activities at each campus; and 3) a discussion of Human Corps program budgets and overall funding support.

I. Universitywide Efforts

The eight general campuses provide direct Human Corps program administration and initiate new activities in order to meet the unique needs of their respective students. The Office of the President continues to provide policy direction and administrative coordination to the campuses. For example, the Office of the President furnishes Human Corps Advisory Council Chairs with information on various sources of extramural funding for community service projects, and reports on state and national policy initiatives and legislation, as well as new volunteer programs or models that could be incorporated effectively by campus Human Corps projects.

During the 1990-91 academic year, the Office of the President kept the campuses informed of the National and Community Service Act of 1990 and the funding initiatives associated with it. The Act is a

UC Human Corps: Fifth Annual Report

comprehensive law that seeks to promote the ethic of community service among all Americans, as well as provide funding for the development of model community service projects across the country. The Office of the President currently is collaborating with the State Steering Committee in the preparation of a statewide proposal to obtain funds authorized under the Act. As of this writing, the California proposal is in a final draft stage for submission to the federal National and Community Service Act Commission that will determine which States will be awarded grants.

In addition to these activities, the Office of the President acts as a catalyst to foster discussion of Human Corps issues. The Office of the President has remained in close contact with the Human Corps Coordinators at each campus and currently is studying how to facilitate and coordinate campus efforts given the current budget situation. Although recent budget cutbacks have forced the cancellation of the annual Human Corps Conference, the Office of the President is considering a one-day Coordinators' meeting to discuss current community service projects and strategies for the coming academic year.

II. Summaries of Campus Activities

Campus Human Corps advisory councils and implementation strategies have been in place since the 1988-89 academic year. Activities on each general campus represent a combination of new initiatives developed in response to the Human Corps legislation, as well as an expansion of programs that were in place prior to AB 1820. The following highlights some of the most prominent campus Human Corps activities.

Berkeley

The ideals of community service are embodied in a variety of programs on the Berkeley campus and in the surrounding community. The Human Corps Task Force brings together representatives from many of these on-campus and off-campus projects with the common goal of promoting community service among Berkeley students.

The Cal Corps Program, established over 20 years ago, serves as the main coordinating agency for student volunteers on the Berkeley campus. Cal Corps is affiliated with over 175 agencies, including eight campus units. During the 1990-91 academic year, Cal Corps funded 18 community service projects and assisted in the placement of more than 400 students who wished to volunteer their services.

Berkeley students are also involved in community service through a variety of other agencies that have forged strong bonds with the

UC Human Corps: Fifth Annual Report

campus. For example, Stiles Hall has been promoting student community service for over a century. The University Y House (YWCA), which coordinates student volunteer opportunities in the health sciences, human service, and education, celebrated its centennial last year. Berkeley students also participate in community service through student-sponsored organizations, fraternities and sororities, University religious organizations, and student services units such as the Athletic Study Center and New Student Programs.

Recent community service initiatives at Berkeley include:

- **The Suitcase Clinic:** A student initiated project designed to help meet the health care needs of under-served persons in the Berkeley community. During the 1990-91 academic year, 150 student volunteers assisted more than 400 clients. For these efforts, the project was awarded the J.C.Penny Golden Rule Award for Alameda County.
- **Berkeley Campus Homelessness Project:** This program was developed to coordinate student fieldwork related to the prevention of homelessness and to assist people who are homeless by linking them with appropriate social service agencies. In 1990, the Project was awarded a two-year grant from the Hewlett Foundation.
- **Cal in the Community Program:** This program, developed by the Berkeley Alumni Association, assists the Malcolm X School in Berkeley by providing tutorial and mentoring services for students in grades four through six.
- **Into the Streets Program:** This is a national outreach, recruitment, and education program created to increase the number of college students involved in community service and to promote multicultural understanding. The Berkeley effort is being developed by the College Panhellenic Association and the Interfraternity Council.

Davis

The Davis Human Corps program is under the jurisdiction of both the Office of the Provost and the Office of Student Affairs. The Human Corps Office is housed within the Internship and Career Center, an academic department with which Student Affairs also has a coordinating relationship. Policy direction and coordination rests with the Human Corps Coordinator with guidance from the Human Corps Task Force. This Task Force consists of faculty, staff, students, as well as members of the community.

UC Human Corps: Fifth Annual Report

There are many opportunities for Davis students to volunteer their time with a campus or community service agency. The Internship and Career Center offers long-term internships to students, while many student organizations have a longstanding tradition of service to the campus as well as neighboring communities in the Sacramento Valley. During the 1990-91 academic year, Davis students worked at over 163 agencies, including alcoholism/drug abuse services, child protection and care services, health care and developmental disabled services, and mental health agencies.

Significant Human Corps activities during the past year included a "Holiday Volunteer Faire" which provided an opportunity for students to meet with agency representatives and for student organizations to "adopt" an agency for the holiday season; a student service recognition reception that awarded over 100 Community Service Awards to students and student organizations that best exemplified the spirit of Human Corps; and the development of a community service course to be offered for credit. The course proposal is in the final stages of preparation and will be brought before the Academic Senate for their consideration during the 1991-92 academic year.

Irvine

Human Corps is administered by a Human Corps Council within the division of Student Affairs and Campus Life. This Council consists of representatives from various student groups, faculty and staff from academic departments that administer community service programs, student affairs staff who are engaged in volunteer activities, and members of the community who are committed to the ideals of community service.

A variety of volunteer services are conducted on the Irvine campus. Fund raising, recreational support activities, counseling, health-related services, and instruction/tutoring were the most commonly selected types of community service. These activities were performed by Irvine students at over 50 volunteer agencies, including religious institutions, public and private schools, and a variety of medical care facilities.

The Irvine campus continues to support two essential community service programs:

- **Student Health Center Volunteer Programs:** This program places students of all majors in various programs in the community that offer direct medical care services. In the 1990-91 academic year, the Student Health Center Volunteer Program placed over 350 students in selected community agencies for a

UC Human Corps: Fifth Annual Report

total of over 18,500 volunteer hours. This represents an average of 52 hours per student in volunteer time per academic year; an average well above the Human Corps goal of 30 hours per year.

- **Human Corps Have-a-Heart Volunteer Fair:** This activity is designed to make students aware of the variety of community service agencies requiring volunteer services and the beneficial contributions students could make to the surrounding community as a result of their efforts. At this year's Fair, 34 local agencies participated and 20 campus clubs and organizations assisted in planning and promoting this event.

Los Angeles

Human Corps at UCLA is administered by a Task Force that includes student, staff, and faculty representation. The Los Angeles campus provides a wide variety of community and public service opportunities as an essential part of its academic mission through Student Government, Student Affairs, and Academic Affairs. Student initiated programs are administered through the Community Service Commission and the Community Programs Office. The Division of Student Affairs provides volunteer and public policy internships through its Extramural and Opportunities Center ("EXPO") and supports the Community Resource Center which acts as a clearinghouse of information regarding campus and community non-profit agencies. Finally, the Field Studies Development Office provides students with the opportunity to complete formal coursework that incorporates a field service learning component.

Student-sponsored projects on the UCLA campus have a long history of service to the increasingly diverse Los Angeles community. For example, the Community Programs Office coordinated the efforts of 23 student-initiated projects during the 1990-91 academic year, including programs such as the Inner City Tutorial, Latin American and Asian Dental Care programs, Latino Science Recruitment, Black/Latino AIDS project, and Black Pre-Law program.

In only its second full year of existence, the UCLA Community Resource Center concentrated its efforts on promoting community and public service to all campus entities and community social service agencies. Currently the Center's clearinghouse database contains information on 250 campus and community involvement opportunities. In addition, the Center publishes a monthly newsletter which highlights campus-wide community service activities and houses eight student-run organizations including UCLA Partners in Learning, a program providing personal and academic support to at-risk youth in Los Angeles junior high schools.

UC Human Corps: Fifth Annual Report

The Field Studies Development Office enrolled over 1,100 students in courses that involved field service. Students were placed at over 125 different locations, ranging from educational sites, political offices, court-referred facilities, museums, and social service agencies. In all areas, student volunteers provided direct assistance to the agencies they served, thus enhancing not only their own educational involvement but also strengthening the agencies' ability to serve the community.

A variety of new community service programs were initiated at UCLA during the 1990-91 academic year. Some of the most significant efforts included:

- **Kindergarten Elementary Intervention Project:** This program is designed to reduce the drop-out rate among students by intervening early in their educational careers. Volunteers are placed in kindergarten/ elementary school classrooms to assist teachers with at-risk children. Volunteers provide mentoring and tutorial assistance.
- **People Assisting Non-reading Children and Adults Through Knowledge and Education (PANCAKE):** Project PANCAKE targets the growing problems of illiteracy by providing hands-on tutoring to both children and adults at the Watts Library and Mar Vista Gardens Community Center.
- **Students Honestly Opening Up Together (SHOUT):** SHOUT is one of the first community service programs in the nation that serves lesbian, gay, and bisexual youth. This program provides peer counseling and mentorship to lesbian, gay, and bisexual youth in the Franklin, Polytechnic, San Gabriel and Santa Monica High Schools.
- **UCLA Tree Project:** The focus of this project is in promoting the importance of trees for ecological balance and emphasizing the benefits of recycling and energy conservation. Volunteers make presentations on these issues to schools and coordinate tree plantings and maintenance trips.

Riverside

Human Corps efforts on the Riverside campus are administered by the Campus and Community Services staff which reports to the Vice Chancellor for Student Services. In addition, a Human Corps Advisory Committee provides overall policy direction and includes student, staff, faculty, and community representation.

During the 1990-91 academic year several new community service activities were initiated. For example, Human Corps personnel

UC Human Corps: Fifth Annual Report

coordinated a program in which students, in conjunction with the Riverside County Department of Social Services, provided volunteer services to assist underprivileged children. This was the first time that the campus worked with local government to provide direct services to the community and it is hoped that similar collaborations will be initiated.

A Riverside alumnus provided support for an award that was presented at the 1991 Commencement exercises honoring exceptional students for their community service efforts. The "Marguleas Commencement Award" lent considerable prestige to Human Corps, while rewarding those who best exemplified the spirit of service to the community. Similarly, an awards banquet was held to honor students for special service to the campus and the community.

San Diego

Human Corps at San Diego is served primarily by the "Volunteer Connection." Since the San Diego campus is divided into cluster colleges, the Volunteer Connection serves as an umbrella organization to support community service activities across the campus. The Volunteer Connection's Community Service Commission was convened to bring together all community service organizations on campus to share information and coordinate activities.

A variety of community service activities are available to San Diego students as a result of their assignment to one of five colleges. At Revelle College, a community service dormitory, Galathea Hall, is available to students who wish to live in a residence that is committed to public service. Residents of Galathea have "adopted" a mid-city, low-income elementary school, visiting at least three times per week. They assist the teachers at this elementary school by acting as both tutors and mentors.

The residents of another housing facility, Pepper Canyon, have created CORE (Community OutReach Effort). Their main focus is the Tecate Orphanage in Mexico. They visit the orphanage once a month and collect food and clothing for the children.

The ASK tutorial program, which originated at Warren College, has grown to become a major tutorial project at Bay View Elementary School. This program has been in operation at Bay View for the last five years. In addition to their regular tutorial responsibilities, ASK volunteers help put together an annual theatrical production featuring the children from the school.

The Muir College Community Service Committee and "ACT" (Active Community at Third), volunteer organizations based at Muir and Third Colleges, are developing active community service agendas.

UC Human Corps: Fifth Annual Report

These groups have organized a core group of volunteers who are available for a variety of projects as needs arise on campus and in the community.

Santa Barbara

Santa Barbara students have a long history of volunteerism in the local community. The "Volunteer Action Center" is the officially designated campus organization that is responsible for implementing Human Corps. Funding support from the Associated Students and the Student Fee Advisory Board has allowed the Center to continue with its community service efforts during the 1990-91 academic year.

In addition to the Volunteer Action Center, students at Santa Barbara participate in community service through fraternities, sororities, campus religious organizations, political or special interest groups, and student-sponsored clubs. Over 250 community, non-profit, government, and human service agencies were served by Santa Barbara students during the 1990-91 academic year. Community service activities varied from one-time fund raising activities (e.g., blood drives) to on-going volunteer programs, including childcare and senior citizen support, environmental activism, homelessness relief, and Special Olympics. Many of these efforts were planned in conjunction with campus departments, including the Campus Activities Center, Educational Opportunity Program, Office of Residential Life, and Alumni Association.

During 1990-91, the Santa Barbara Community Affairs Board, working with the Graduate School of Education and several community agencies, was awarded a two-year grant from the United States Department of Education Student Literacy Corps to administer a program titled "College Students Tutoring Disadvantaged Mothers in Storybook Reading with Young Children." Undergraduates will receive academic credit for studying tutoring methods and will work in community agencies with low income mothers.

Santa Cruz

Human Corps efforts at the Santa Cruz campus are coordinated through the Student Volunteer Connection Office. This office was established under the auspices of the Student Services Division to coordinate community service activities and to serve as a catalyst and recruitment center for all public service support. The Student Volunteer Connection has been in operation for over a year, with day-to-day functions managed by a student director.

Community service activities on the Santa Cruz campus are located in each of the five separate undergraduate colleges. Students may

UC Human Corps: Fifth Annual Report

participate in both formal academic community service activities, as well as nonacademic programs. Five field studies programs -- Environmental Studies, Psychology, Community Studies, Economics, and Merrill Field Program -- form the academic component. Student placements are primarily in public service agencies and are linked to students' academic program. Nonacademic activities, in which student volunteer efforts are not generally associated with formal coursework, are also an essential part of the Santa Cruz mission to engage students in community service work. Students may participate in these activities through their residential colleges or student organizations.

The Student Volunteer Connection has been working diligently during the past year to establish linkages with the Santa Cruz community in order to place students in community service agencies. This work has led to an arrangement with the Santa Cruz County Volunteer Center to help place students throughout the county. The Student Volunteer Center acts as the "campus branch" of the Volunteer Center to match students' interests with local community needs.

III. Human Corps Funding

For this report, each campus submitted its operating budgets for the 1990-91 academic year, highlighting new sources of funding. It should be noted that the budgets reported do not reflect the true cost of a fully-operational Human Corps program on each campus, or the actual cost of providing community service opportunities to students by campus programs established prior to the passage of AB 1820. For example, student participation in courses with internships or community service fieldwork are reported as part of Universitywide Human Corps activities; however, the costs borne by the academic departments are not reported.

Table 1 presents the annual operating budgets for Human Corps and community service activities at each campus. The total Universitywide budget represents a 12% increase over last year. This overall increase, however, was due to Human Corps funding augmentations at only two campuses, increasing 38% at UCLA and 10% at San Diego. Funding levels at the remaining campuses declined by an average of 20% because of budget problems and competing campus needs.

The primary source of support for campus Human Corps programs came from Registration Fee funds. Over 70% of all funds came from this source, representing an 18% increase over 1989-90. Student Government funds made up the second largest revenue source comprising nearly 19% of all Human Corps funding, up 40% from 1989-90. Other revenue sources include miscellaneous campus and

UC Human Corps: Fifth Annual Report

University funds (4.70% of total), extramural/grant funds (3.48%), Educational Fee funds (2.05%), and State (19900) funds (.64%).

Although monies for Human Corps activities have shown an increase for 1990-91, future funding for Human Corps remains a major concern, especially in light of the State's recent budget problems and concomitant cuts to the overall University budget for 1991-92. Although AB 1820 specifies that the University should "substantially expand student participation in community service by June 1993," no State funding has yet been provided to achieve this goal. Campuses have reassigned existing resources and have attempted to obtain funding from other sources in order to meet Human Corps objectives, but it is unclear that they will be able to increase student participation beyond current levels without additional resources from the State.

Faced with declining State revenues and University resources that are stretched to the limit, Human Corps Coordinators have searched vigorously for external monies. One source of potential funding may be grant money available as a result of the National and Community Service Act of 1990. While implementing regulations have not yet been promulgated, it appears that some support, though limited, may be available to colleges and universities for the development of model community service programs. The Office of the President is currently exploring ways in which the University might apply for funding under the Act to support Human Corps.

Table 1

University of California
Campus Human Corps Programs
Annual Operating Budgets for 1990-91

Campus	Annual Budget
Berkeley	\$75,000 00
Davis	11,500 00
Irvine	26,200 00
Los Angeles	541,352 00
Riverside	18,425 00
San Diego	26,602.00
Santa Barbara	80,585 00
Santa Cruz	12,216 00
Sub-total (Campus Budgets)	\$791,880.00
Office of the President	10,000 00
TOTAL	\$801,880 00

Student Affairs and Services/UCOP
SJH (9/23/91) [HC90-91]

HUMAN CORPS AT THE UNIVERSITY OF CALIFORNIA

Sixth Annual Report

January 1993

Human Corps at the University of California was created in 1987 with the passage of Assembly Bill 1820 by the California Legislature. The intent of this program is to "provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity." Though not required, full-time students are strongly encouraged to participate in Human Corps by contributing an average of 30 hours of community service in each academic year. In addition, the University is directed to develop flexible programs that permit the "widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations."

This report constitutes the sixth in a series submitted by the University of California to the California Postsecondary Education Commission (CPEC). As directed by statute, CPEC must report annually on the progress of the University of California and California State University regarding their Human Corps efforts. Previous University reports to CPEC have detailed discussions of the central planning group, reviewed the development of campus advisory committees, outlined implementation strategies, highlighted program budgets, summarized campus efforts, and provided an analysis of University student participation rates in community service programs. This report will review Universitywide and campus Human Corps activities during the 1991-92 academic year, including: 1) a description of Office of the President support for campus Human Corps programs; 2) a summary of Human Corps activities at each campus; and 3) a discussion of Human Corps program budgets and overall funding support.

I. Universitywide Efforts

The eight general campuses provide direct Human Corps program administration and initiate new activities in order to meet the unique needs of their respective students. The Office of the President continues to provide policy direction and administrative coordination to the campuses. For example, the Office of the President furnishes Human Corps Advisory Council Chairs with information on various sources of extramural funding for community service projects, and reports on state and national policy initiatives and legislation, as well as information regarding new volunteer programs or models that could be incorporated effectively by campus Human Corps projects.

UC Human Corps: Sixth Annual Report

During the 1991-92 academic year, the Office of the President kept the campuses informed of the National and Community Service Act of 1990 (Public Law 101-610) and the funding initiatives associated with it. The Act is a comprehensive law that seeks to promote the ethic of community service among all Americans, as well as provide funding for the development of model community service projects across the country.

II. Summaries of Campus Activities

Campus Human Corps advisory councils and implementation strategies have been in place since the 1988-89 academic year. Activities on each general campus represent a combination of new initiatives developed in response to the Human Corps legislation, as well as an expansion of programs that were in place prior to AB 1820. The following highlights some of the most prominent campus Human Corps activities.

Berkeley

The ideals of community service are embodied in a variety of programs on the Berkeley campus and in the surrounding community. The Human Corps Task Force brings together representatives from many of these on-campus and off-campus projects with the common goal of promoting community service among Berkeley students.

The Cal Corps Program, that incorporates programs established over 20 years ago, serves as the main coordinating agency for student volunteers on the Berkeley campus. Cal Corps is affiliated with over 185 agencies, including eight campus units. During the 1991-92 academic year, Cal Corps funded 20 community service projects and assisted in the placement of more than 1500 students who wished to volunteer their services.

Berkeley students also are involved in community service through a variety of other agencies that have forged strong bonds with the campus. For example, Stiles Hall has been promoting student community service for over a century. The University Y House (YWCA), which coordinates student volunteer opportunities in the health sciences, human services, and education, recently celebrated its centennial anniversary. Berkeley students also participate in community service through student-sponsored organizations, fraternities and sororities, University religious organizations, and student services units such as the Athletic Study Center and New Student Programs.

UC Human Corps: Sixth Annual Report

Recent community service initiatives at Berkeley include:

- **The Suitcase Clinic:** A student initiated project designed to help meet the health care needs of under-served individuals in the Berkeley community.
- **Berkeley Campus Homelessness Project:** This program was developed to coordinate student fieldwork related to the prevention of homelessness and to assist people who are homeless by linking them with appropriate social service agencies.
- **Cal in the Community Program:** This program, developed by the Berkeley Alumni Association, assists the Malcolm X School in Berkeley by providing tutorial and mentoring services for students in grades four through six.
- **Into the Streets Program:** This is a national outreach, recruitment, and education program created to increase the number of college students involved in community service and to promote multicultural understanding. The Berkeley effort is being developed by the College Panhellenic Association and the Interfraternity Council.

Davis

The Davis Human Corps program reports to both the Office of the Provost and the Office of Student Affairs. The Human Corps Office is housed within the Internship and Career Center, an academic department with which Student Affairs also has a coordinating relationship. Policy direction and coordination rests with the Human Corps Coordinator with guidance from the Human Corps Task Force. This Task Force consists of faculty, staff, students, as well as members of the community.

There are many opportunities for Davis students to volunteer their time with a campus or community service agency. The Internship and Career Center offers long-term internships to students, while many student organizations have a longstanding tradition of service to the campus as well as neighboring communities in the Sacramento Valley. During the 1991-92 academic year, Davis students worked at over 170 agencies covering a variety of topics, including alcoholism/drug abuse, environmental protection, and hunger/homelessness.

Significant Human Corps activities during the past year include:

- the third annual Community Service Faire, which was designed to make students, staff, and faculty aware of the service opportunities available on campus and in the community. Over

UC Human Corps: Sixth Annual Report

50 community service agencies were represented. Human Corps staff coordinated this Faire with assistance from the City of Davis Volunteer Center Coordinator; and

- a student service recognition reception that awarded over 130 Community Service Awards to students and student organizations that best exemplified the spirit of Human Corps.

Irvine

Human Corps is administered by a Human Corps Council within the division of Student Affairs and Campus Life. This Council consists of representatives from various student groups, faculty and staff from academic departments that administer community service programs, student affairs staff who are engaged in volunteer activities, and members of the community who are committed to the ideals of community service.

A variety of volunteer services are conducted on the Irvine campus. Fund raising, recreational support activities, counseling, health-related services, and instruction/tutoring were the most commonly selected types of community service in 1991-92. These activities were performed by Irvine students at over 50 volunteer agencies, including religious institutions, public and private schools, and a variety of medical care facilities.

The Irvine campus continues to support two essential community service programs:

- **Student Health Center Volunteer Programs:** This program places students of all majors in various programs in the community that offer direct medical care services.
- **Human Corps Have-a-Heart Volunteer Fair:** This activity is designed to make students aware of the variety of community service agencies requiring volunteer services and the beneficial contributions students could make to the surrounding community as a result of their efforts.

In addition, two new programs were developed on the Irvine campus in 1991-92:

- **Students Taking Active Responsibility (STAR):** This program, organized by the EOP/SAA officer and ASUCI, offers various programs for Irvine students to teach, tutor, and develop workshops for students in local elementary and secondary schools. The program is designed to assist students by providing teaching assistants in a variety to subjects, including the social sciences and mathematics.

UC Human Corps: Sixth Annual Report

- **Taking Education and Children to Heart (TEACH):** This program works specifically with local elementary schools. Irvine student volunteers are trained in math and science teaching techniques and visit their school assignment on a bimonthly basis. This program is designed to involve Irvine students who are interested in the teaching profession.

The STAR and TEACH programs have been launched successfully on a pilot basis in the Santa Ana and Compton public school districts and involve the efforts of over 50 Irvine student volunteers.

Los Angeles

Human Corps at UCLA is administered by a Task Force that includes student, staff, and faculty representation. The Los Angeles campus provides a wide variety of community and public service opportunities as an essential part of its academic mission through Student Government, Student Affairs, and Academic Affairs. Student initiated programs are administered through the Community Service Commission and the Community Programs Office. The Division of Student Affairs provides volunteer and public policy internships through its Extramural and Opportunities Center (EXPO) and supports the Community Resource Center which acts as a clearinghouse of information regarding campus and community non-profit agencies. Finally, the Field Studies Development Office provides students with the opportunity to complete formal coursework that incorporates a field service learning component.

Student-sponsored projects on the UCLA campus have a long history of service to the increasingly diverse Los Angeles community. For example, the Community Programs Office, established in 1970, coordinated the efforts of 24 student-initiated projects during the 1991-92 academic year, including programs such as the Inner City Tutorial, Latin American and Asian Dental Care programs, Black/Latino AIDS project, and Black Pre-Law program.

In only its third full year of existence, the UCLA Community Resource Center concentrated its efforts on promoting community and public service to all campus entities and community social service agencies. Currently, the Center's clearinghouse database contains information on 275 campus and community involvement opportunities. The Community Resource Center serves as a resource not only for undergraduates, but for other campus units, including Alumni Relations, Field Studies, Community Relations, Office of Residential Life, and the Anderson Graduate School of Management. In addition, the Center houses several student-run community service organizations including UCLA Partners in Learning, a program providing personal and academic support to at-risk youth in Los Angeles junior high schools.

UC Human Corps: Sixth Annual Report

The Field Studies Development Office enrolled over 900 students in courses that involved field service. Students were placed at nearly 600 different locations, ranging from educational institutions, political offices, court-referred facilities, museums, and social service agencies. In all areas, student volunteers provided direct assistance to the agencies they served, thus enhancing not only their own educational involvement but also strengthening the agencies' ability to serve the community.

A variety of community service programs are in place at UCLA including:

- **Amigos del Barrio:** This program, the longest running project of the Community Service Commission, provides academic and personal assistance to Chicano/Latino students attending local elementary schools.
- **UCLA Hunger Project:** Student volunteers help to alleviate problems of the homeless, as well as those who are at-risk of becoming homeless. Volunteers are active at soup kitchens and surplus food distributions sites, tutor homeless children, and provide needed advocacy services.
- **People Assisting Non-reading Children and Adults Through Knowledge and Education (PANCAKE):** Project PANCAKE targets the growing problems of illiteracy by providing hands-on tutoring to both children and adults at the Watts Library and Mar Vista Gardens Community Center.
- **Students Honestly Opening Up Together (SHOUT):** SHOUT is one of the first community service programs in the nation that serves lesbian, gay, and bisexual youth. This program provides peer counseling and mentorship to lesbian, gay, and bisexual youth in the Franklin, Polytechnic, San Gabriel and Santa Monica High Schools.
- **UCLA Tree Project:** The focus of this project is in promoting the importance of trees for ecological balance and emphasizing the benefits of recycling and energy conservation. Volunteers make presentations on these issues to schools and coordinate tree plantings and maintenance trips.

Riverside

Human Corps efforts on the Riverside campus are administered by the Campus and Community Services staff which reports to the Vice Chancellor for Student Services. In addition, a Human Corps Advisory Committee provides overall policy direction and includes student, staff, faculty, and community representation.

Human Corps: Sixth Annual Report

During the 1991-92 academic year, several new community service activities were initiated. For example:

- **Adopt-a-School Program:** Sorority and fraternity members provide tutorial and recreational assistance at a nearby elementary school.
- **Graffiti Removal Project:** Student groups worked with the Parks and Recreational Department to remove graffiti and clean up areas of the campus and local community.
- **Project Courage:** This county government program attempts to prevent at-risk youth from becoming gang members. Riverside students volunteer as tutors and recreational coordinators. Over 75 percent of Project Courage volunteers are students at UC Riverside and several students have recently been employed by Project Courage in paid staff positions.
- **UCR Talk Line:** The program consists of trained students who staff telephones to talk with their peers who have emotional or academic problems. This program is student-run and student-financed.

San Diego

Human Corps at San Diego is served primarily by the "Volunteer Connection." Since the San Diego campus is divided into cluster colleges, the Volunteer Connection serves as an umbrella organization to support community service activities across the campus. The efficiency of the Volunteer Connection was enhanced during the 1991-92 academic year with the installation of a computer software program that matches student interests in public service with over 300 community service agencies that request student volunteers.

A variety of community service activities are available to San Diego students as a result of their assignment to one of five colleges. At Revelle College, a community service dormitory, Galathea Hall, is available to students who wish to live in a residence that is committed to public service. Residents of Galathea have "adopted" a mid-city, low-income elementary school, that students visit at least three times per week. They assist the teachers at this elementary school by acting as both tutors and mentors.

The residents of another housing facility, Pepper Canyon, have created CORE (Community OutReach Effort). Their main focus is the Tecate Orphanage in Mexico. They visit the orphanage once a month and collect food and clothing for the children

UC Human Corps: Sixth Annual Report

The ASK tutorial program, which originated at Warren College, has grown to become a major tutorial project at Bay View Elementary School. This program has been in operation at Bay View for the last six years. In addition to their regular tutorial responsibilities, ASK volunteers help put together an annual theatrical production featuring the children from the school.

The Muir College Community Service Committee and "ACT" (Active Community at Third), volunteer organizations based at Muir and Third Colleges, are developing active community service agendas. These groups have organized a core group of volunteers who are available for a variety of projects as needs arise on campus and in the community.

Campus-wide programs include:

- **Habitat for Humanity:** This is a national program whose mission is to organize groups of students to travel to Mexico to assist in building homes for the poor; and
- **Best Buddies:** This nationwide program matches college students with developmentally disabled individuals as mentors and friends. UC San Diego became the 144th chapter of Best Buddies during the 1991-92 academic year.

Santa Barbara

Santa Barbara students have a long history of volunteerism in the local community. The Associated Students Community Affairs Board (CAB) is the official campus organization designated for implementing Human Corps. In addition to operating Santa Barbara's Volunteer Action Center, CAB volunteers work as:

- field representatives within community service agencies helping to strengthen and build youth volunteer programs and volunteer opportunities;
- project coordinators working to design direct public service projects or educational/awareness programs focusing on a compelling social need or issue; and
- outreach volunteers promoting the ethic of community service through presentations and workshops for student organizations, residence halls, and campus departments.

In addition to the Volunteer Action Center, students at Santa Barbara participate in community service through fraternities, sororities, campus religious organizations, political or special interest groups, and student-sponsored clubs. Over 250 community, non-profit, government, and human service agencies were served by

UC Human Corps: Sixth Annual Report

Santa Barbara students during the 1991-92 academic year, providing students with an opportunity to address such issues as alcohol and drug abuse, AIDS, and other health issues. Many of these efforts were planned in conjunction with campus departments, including the Campus Activities Center, Student Health, Women's Center, Athletics, and Counseling and Career Services.

During the 1991-92 academic year, UC Santa Barbara celebrated National Volunteer Week by recognizing outstanding student, staff, and faculty volunteers; by recognizing community agencies that support student volunteers programs; and by awarding several scholarships for community service.

Santa Cruz

The Public Service Committee was formed at Santa Cruz to address Human Corps goals on the Santa Cruz campus. This Committee, which is composed of faculty, staff, and students, is charged with reviewing campus community service policies and practices; ensuring campus compliance with Human Corps goals; serving as a network for campus units involved with public and community service; and acting as an advocate for campus involvement in community service.

Day-to-day Human Corps activities are coordinated through the Student Volunteer Connection (SVC) Office, established in 1988 as a program of the Student Organization Advising and Resources Office. The SVC Office acts as a "campus branch" of the Santa Cruz Volunteer Center by providing referrals for students wishing to participate in local community service agencies. In addition, the SVC Office helps campus community service programs become self-sustaining, student-run programs. For example, SVC initiated a nationally acclaimed chapter of Best Buddies, which is now maintained by students as a registered student organization outside of SVC supervision.

Community service opportunities exist in great number and vitality throughout the eight colleges of UC Santa Cruz. Formal academic programs are available to students through five field study programs: Environmental Studies, Psychology, Community Studies, Economics, and the Merrill Field Study Program. These field study placements are primarily in public service agencies and are linked to students' academic programs. In addition, many students engage in non-academic volunteer activities outside the academic structure of a field study program or the referral service of SVC. Students often participate in these activities through their residential colleges or registered student organization.

UC Human Corps: Sixth Annual Report**III. Human Corps Funding**

For this report, each campus submitted its overall operating budgets for the 1991-92 academic year. It should be noted that the budgets reported do not reflect the true cost of a fully-operational Human Corps program on each campus, or the actual cost of providing community service opportunities to students by campus programs established prior to the passage of AB 1820. For example, student participation in courses with internships or community service fieldwork are reported as part of Universitywide Human Corps activities; however, the costs borne by the academic departments are not reported.

Table 1 presents the annual operating budgets for Human Corps and community service activities at each campus. The total Universitywide budget for 1991-92 represents a 12% decrease over the previous year. In light of the State's recent budget problems and concomitant cuts to the overall University budget for 1991-92, future funding for Human Corps remains a major concern. Although AB 1820 specifies that the University should "substantially expand student participation in community service by June 1993," no State funding has yet been provided to achieve this goal. Campuses have reassigned existing resources and have attempted to obtain funding from other sources in order to meet Human Corps objectives, but it is unclear that they will be able to increase student participation beyond current levels without additional resources from the State.

Faced with declining State revenues and University resources that are stretched to the limit, Human Corps Coordinators have searched vigorously for external monies. One source of funding is the National and Community Service Act (NCSA) of 1990. Early in 1992, the Office of the President distributed the implementing regulations associated with the NCSA, as well as grant application materials, and encouraged campuses to apply directly for funds under Subtitle B-2. Although only \$5.6 million in funds were available to higher education institutions across the country, the California Campus Compact, which is housed on the Los Angeles campus, was awarded \$100,000, a portion of which will be used to fund programs encouraging college and university students to participate in mentoring, tutoring, and counseling of students within the California public school system. In addition, "CalServe," a consortium of four State agencies and youth service organizations, was awarded \$1.64 million to develop community service projects in primary and secondary schools. It is possible that a share of these funds may be used to enhance or develop partnerships with California colleges and universities in 1993.

While the NCSA is a positive step toward greater Federal support of community service programs at the state and local level, there is no guarantee that the modest funding of the NCSA will be continued

UC Human Corps: Sixth Annual Report

for the 1993 fiscal year. Although officials in President Clinton's administration support the concept of community service as a nationwide priority along with some degree of Federal support, it is anticipated that State support for Human Corps activities is doubtful given California's continuing budget problems.

Student Affairs and Services, Office of the President
SJH (2/9/93) [HC/"6TH.RPT"]

Table 1

**University of California
Campus Human Corps Programs
Annual Operating Budgets for 1991-92**

Campus	Annual Budget
Berkeley	\$90,216 00
Davis	11,500.00
Irvine	23,000 00
Los Angeles	442,743 00
Riverside	18,425.00
San Diego	26,602.00
Santa Barbara	80,585 00
Santa Cruz	6,572.00
Sub-total (Campus Budgets)	\$699,643 00
Office of the President	10,000.00
TOTAL	\$709,643 00

Student Affairs and Services/UCOP
SJH (1/11/93) [HC91-92]

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of April 1993, the Commissioners representing the general public are

Henry Der, San Francisco, *Chair*
C. Thomas Dean, Long Beach, *Vice Chair*
Mim Andelson, Los Angeles
Tong Soo Chung, Los Angeles
Helen Z. Hansen, Long Beach
Mari-Luci Jaramillo, Emeryville
Lowell J. Paige, El Macero
Stephen P. Teale, M.D., Modesto

Representatives of the segments are

Alice J. Gozales, Rocklin, appointed by the Regents of the University of California,
Yvonne W. Larsen, San Diego, appointed by the California State Board of Education,
Timothy P. Haidinger, Rancho Santa Fe, appointed by the Board of Governors of the California Community Colleges,
Ted J. Saenger, San Francisco, appointed by the Trustees of the California State University,
Kyhl M. Smeby, Pasadena, appointed by the Governor to represent California's independent colleges and universities, and
Harry Wugalter, Ventura, appointed by the Council for Private Postsecondary and Vocational Education

The student representatives are

Christopher A. Lowe, Placentia
Beverly A. Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 445-7933.



STATUS REPORT ON HUMAN CORPS ACTIVITIES, 1992

Commission Report 93-5

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Fifth Floor, Sacramento, California 95814-2938. Recent reports include

- 92-25 *Meeting the Challenge: Preparing for Long-Term Change in California Higher Education*, by Warren H. Fox. Report of the Executive Director to the California Postsecondary Education Commission, August 24, 1992 (August 1992)
- 92-26 *California College and University Exchange Programs with Mexico: A Staff Report in Response to a Request from the 1991 United State-Mexico Border Conference on Education* (October 1992)
- 92-27 *Appropriations in the 1992-93 State Budget for Higher Education: A Staff Report to the California Postsecondary Education Commission* (October 1992)
- 92-28 *Legislation Affecting Higher Education During the Second Year of the 1991-92 Session: A Staff Report to the California Postsecondary Education Commission* (October 1992)
- 92-29 *Eligibility and Participation in California's Public Universities in the Year 2000: Projections by the Staff of the California Postsecondary Education Commission* (October 1992)
- 92-30 *Proposed Construction of Folsom Lake College in the Los Rios Community College District: A Report to the Governor and Legislature in Response to a Request from the Chancellor's Office of the California Community Colleges* (December 1992)
- 92-31 *Proposed Construction of the Lompoc Valley Center in the Allan Hancock Joint Community College District: A Report to the Governor and Legislature in Response to a Request from the Chancellor's Office of the California Community Colleges* (December 1992)
- 93-1 *Legislative and State Budget Priorities of the Commission, 1993: A Report of the California Postsecondary Education Commission* (February 1993)
- 93-2 *Expenditures for University Instruction: A Report to the Governor and Legislature in Response to Supplemental Report Language for the 1991 Budget Act* (April 1993)
- 93-3 *Faculty Salaries in California's Public Universities, 1993-94: A Report to the Legislature and the Governor in Response to Concurrent Resolution No. 51 (1965)* (April 1993)
- 93-4 *Executive Compensation in California's Public Universities, 1992-93: A Report to the Governor and Legislature in Response to the 1992 Budget Act* (April 1993)
- 93-5 *Status Report on Human Corps Activities, 1992: The Last in a Series of Five Progress Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987)* (April 1993)
- 93-6 *The Master Plan, Then and Now: Policies of the 1960-1975 Master Plan for Higher Education in Light of 1993 Realities* (April 1993)
- 93-7 *The Restructuring of California's Financial Aid Programs and Its Short-Term Aid Policy: Recommendations of the California Postsecondary Education Commission* (April 1993)
- 93-8 *Undergraduate Student Charges and Short-Term Financial Aid Policies at California's Public Universities: Recommendations of the California Postsecondary Education Commission* (April 1993)